

THE INSTRUCTOR

OCTOBER

- - 1937



OLIVER COWDERY



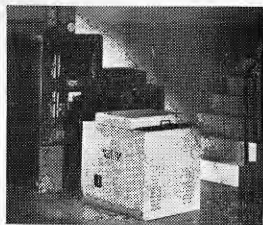
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SAY THAT YOU SAW IT IN THE INSTRUCTOR

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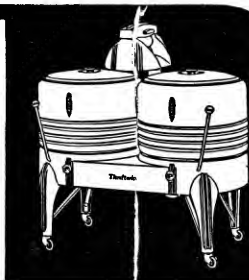
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THE INSTRUCTOR



OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF
JESUS CHRIST OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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PRESIDENT HEBER J. GRANT, *Editor*. GEORGE D. PYPER, *Associate Editor*. ALBERT HAMER REISER, *Mgr.*

Volume 72

October, 1937

No. 10

OLIVER COWDERY

Judged from any point of view, the appearance of the Angel Moroni to Joseph Smith between 1823 and 1830 is the most sensational news since the Apostles of Jesus, at the opening of the Christian Era, went everywhere, proclaiming, "He is risen! He is risen!" and the Mormon prophet, in consequence, stands out as the greatest benefactor of the race in eighteen hundred years—if *his story of that event is true!* Just as the proclamation of the ancient Apostles was the greatest news up to that time since the beginning of this earth—if *their story is true.*

This becomes increasingly evident the more we probe into the situation.

Moroni lived on the earth, a mortal being, at the end of the fourth and the beginning of the fifth century, A. D., somewhere in what we now call America. He ate and worked and slept; he fought in battles at the head of his troops; he had friends and loved ones with whom he associated freely; he wrote down what he saw on plates of gold, which he buried in a hill; and most probably he died as other men die. That was about fifteen hundred years ago. But fourteen centuries later, according to the story told by Joseph Smith, this same man was alive, only in an immortal rather than a mortal condition. That is, he had been raised from the dead. On at least seventeen occasions, according to the story, this heavenly messenger appeared to the modern prophet, and under varying conditions.

Now, this story by Joseph Smith is confirmed by a witness whose testimony cannot be impeached. That witness is Oliver Cow-

dery. There are ten other witnesses, but here we can consider only Oliver Cowdery's testimony. Of all the men associated with Joseph Smith in the rise and early development of Mormonism he, if any one, knew that the Prophet had the gold plates from which the *Book of Mormon* was translated.

Oliver Cowdery was of good heritage, he was of more than average intelligence, he had a fair education, and he was self-reliant, independent in his judgment. Nothing has ever been said, at least with even the semblance of truth, against his character. He was first a school teacher in Manchester, New York, and then a lawyer in Michigan, being at one time a district attorney in the State. Moreover, he had perhaps a better opportunity to know the intimate secrets of the Mormon prophet than any other man. His acquaintance with the Prophet extended from April, 1829, when the translation began, to March, 1830, when the book was published—a period of about eleven months. During these eleven months the two were almost constantly together. They were (1) in Harmony, Pennsylvania, (2) in Fayette, New York, and (3) in Palmyra, New York. If any two persons can become intimately acquainted with each other in eleven months, then Joseph Smith and Oliver Cowdery were intimately acquainted with each other.

During most of this time the plates were in the possession of the Prophet. For about three months, and for many hours every day, Joseph translated and Oliver transcribed. Furthermore, Cowdery declares that he "handled the plates with these hands," that he saw them with his bodily eyes, and that he both saw and handled the urim and thummim, or interpreters. We know from another source that he attempted himself to translate the language on the plates. In addition, he testifies that he beheld the heavenly guardian of the plates on at least one occasion.

It is altogether incredible that Joseph Smith could have deceived Oliver Cowdery. If there had been deception at first, daily, almost hourly, contacts would have disillusioned Cowdery. It is equally incredible that Joseph could have so hypnotized his scribe for so long a period as eleven months continuously. Besides, there was the physical, persisting result of their labors—the *Book of Mormon*. Oliver Cowdery left the Church, but the circumstances under which he returned prove his sincerity and honesty when he gave his testimony. He was sick, and death was knocking at his door, and the Faith seemed to be receding into the oblivion of the desert.

Now, the existence of those plates are the best evidence of the existence also of the heavenly messenger, and the existence of Moroni is evidence of the resurrection from the dead. The existence of the plates, the existence of the Angel, and the fact of the resurrection stand or fall together. But Oliver Cowdery is a witness to all three propositions—and more.

Just why Christians generally and the Christian clergy in parti-

cular do not approach the statements of Joseph Smith and Oliver Cowdery in the spirit of inquiry, is hard to understand, in view of the doubts thrown on the New Testament evidence by Science and the Higher Criticism. At least, one would think believers in Christ would not try to prove that the testimony of these two men is false. Their testimony is not only illuminating in itself, but it is in exact agreement with that of the writers of the Gospels and that of the Apostle Paul.



MY TOUR ABROAD

By George D. Pyper

I

I was beginning to think that a promise made over forty years ago, by one having authority, that I should see much of the world and that my voice should be heard among the nations of the earth, would not be realized, when only a short time ago I was privileged to go to Hawaii. Then recently out of a clear sky, came the full realization of my dreams. I was given the honor of attending the International Rotary Convention at Nice, June 6 to 11 inclusive. I didn't see how it

was possible to make the trip because of the expense attached; but avenues opened up in quick succession so that soon I was sailing on the good ship *Washington* bound for London.

A sea voyage is a lovely thing when the winds blow lightly and the ocean is calm, and it was my good fortune to enjoy these favorable conditions.

Plymouth, where the Pilgrim fathers departed for America, September 6, 1620, was my first stop. It is a quaint town with narrow streets and winding ways. I was one night there, then on to London. London! How my heart fluttered as the train moved into the noisy, bewildering Paddington Sta-

The King and Queen, Queen Mary, Princesses Elizabeth and Margaret Rose and Lady Manners, on the balcony of Buckingham Palace





At "Sans Souci" (without care) Palace built by Frederick the Great (1745-47)
at Potsdam, Germany

tion. It was midnight on May 11th when I arrived there. I was driven to 5 Gordon Square and became the guest of President and Mrs. Richard R. Lyman. Next day was coronation day and I feared that I should not be able to witness the parade, but by the use of an open letter from United States Secretary of State, Cordell Hull, to the American Embassies of Europe, President and Mrs. Lyman, President Edward C. Rich and wife of Montpelier Stake and I were admitted through the barricade, though thousands behind us waited in vain. We were guided by a policeman to an advantageous point and witnessed the whole marvelous procession. It was profoundly impressive.

It seemed to my mind more than a coronation pageant; rather it appeared to be a demonstration of England's mighty power.

In the disturbed state of public mind, it cheered British hearts and was an object lesson for other nations.

Next day, after a taxi ride around London to see the decorations and make a visit to the famous Tousoud Wax Works where a life sized figure of Wallie Simpson was prominently displayed, I attended a meeting of all the missionaries in Great Britain, held in the beautiful chapel at Ravenslea under the direction of President Joseph J. Cannon. There I had the opportunity of speaking on Sunday School topics and of hearing the Millennial Chorus, a fine group of singers composed of missionaries. This chorus has made many friends for the Latter-day Saints.

Within 24 hours, by invitation of President Lyman, I was on my way with him and Sister Lyman to Berlin to attend a conference



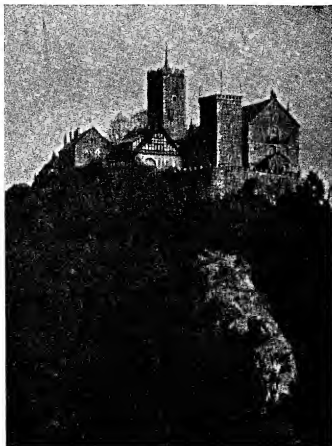
Berlin. Tauentzien Street, with Emperor William Memorial Church

of the German missionaries and Saints. From Liverpool station to Harwich, then across the channel to the Hook of Holland, through the tulip fields and blossoming apple trees of Holland, to La Belle France and on to the border of Germany—these were sights good for my eyes. I had shown my passport and visas three times before, but now something new awaited me. I was required to show all the money I had on my person. What was I to do? I was in a compartment with men and women and had my money in a belt next to my skin. Well, I had to half strip and hand the belt over to the German inspector. After counting the contents he gave me a signed statement which was to be exhibited when I should leave Germany. If I should have more money than when I entered the country I would be penalized; but it turned out I didn't accumulate anything but rich experience.

The four days conference at Berlin under the direction of President Roy A. Welker was a huge success. Large audiences were the rule. But to stand up and speak facing a huge picture of Fuehrer Hitler flanked with Nazi flags was a new experience for me. I had the opportunity, however, of speaking frankly on "Prophets I Have Known," and upon the subject of music. At an evening concert, two sons of the late Theodore T. Burton took prominent part. Between meetings we visited Potsdam and other points of interest around Berlin and enjoyed a performance of "Madame Butterfly," in the

Royal (now "Statz") Opera House of Berlin.

Next day the scene changed and we were in Eisenbach, the home of Martin Luther



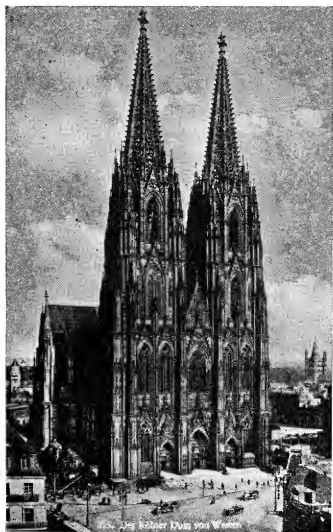
Wartburg Castle

and Johann Sebastian Bach. Climbing to the Castle of Wartburg was no small task, but we made it. There on the top of the Thuringian hills in Germany's most beautiful medieval castle we were ushered into the room where Martin Luther was imprisoned; there where it is said he threw the ink bottle at the Devil. The mark is still on the wall. To see his Bible, sit in his chair were indeed privileges. Here in the castle, too, is where the scene of Wagner's "Tannhauser" is laid. On one of the great walls is a massive picture of the contest scene in that opera, where Tannhauser sings of the sirens and loses his Elizabeth. To one engaged so many years in theatrical and musical endeavors, it was all very dreamy and romantic.

We passed down into the valley and through the homes of Luther and Johann Sebastian Bach. Who would have thought a month ago that one such as I would have the honor of sitting at the great 400-year-old Bach organ, fingering the keys and humming a song!



The Mouse Tower on the Rhine



Cologne Cathedral

Our party then took a boat ride down the Rhine, passing the many castles while Sisters Lyman and Welker read the legends written around each point of interest. Of special concern was the "Lorelei," where, according to a German legend, a fairy lived who, by her singing lured men to their death. But it was a little hill compared with our "Great White Throne." We passed the tall slim "Mause-turm" or "Mouse Tower," where, according to the legend, Hatto was devoured by the villagers he had wronged, who had been changed into mice, and who chased him to the top of the tower and there finished him.

Then there was Bingen! Who of my generation has not wept over Caroline Norton's poem!

"A Soldier of the Legion lay dying in Algiers—

* * * * *

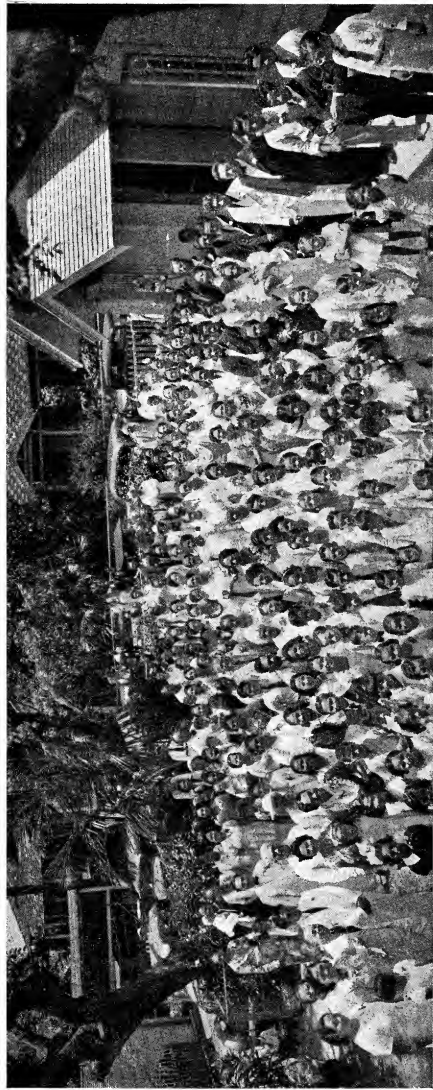
Take a message, and a token to some distant friends of mine."

For I was born at Bingen—at Bingen-on-the-Rhine.

It was a romantic trip ending in a more solemn and serious visit to the great Cathedral of Cologne.

(To be Continued)

Sunday Schools are Mighty Instrumentalities for Good in the Hawaiian Islands



Mother's Day, May 9, 1937, at Lanakila Ward Sunday School, Oahu Stake. Solomon Kane, Bishop; Sam Alama, Superintendent.

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From The Desk Of The General Superintendency

SUNDAY SCHOOL AND PRIESTHOOD ACTIVITY PERIOD TO BE CON- DUCTED SEPARATELY

The General Authorities of the Church have granted the request of the General Board for permission to have the Sunday Schools meet for an hour and a half separate from the activity period of the Priesthood. Members of the Priesthood will continue their Gospel study in the Sunday School. This action, to take effect January 1, 1938, ends a period during which several plans have been tried out.

The action was taken after a very thorough and extensive survey had been made for the General Authorities. Questionnaires covering every phase of the problem were sent to stake presidents, bishops and Melchizedek Priesthood quorum officers. The responses revealed an overwhelming sentiment in favor of a separate meeting for the Priesthood. A majority favored holding priesthood meeting apart from but near the time of the Sunday School. This confirmed the judgment of Sunday School workers and consequently the decision of the Authorities to approve of separating the activity meetings of the Priesthood from the exercises of the Sunday School meets with general approval.

The facts revealed by the questionnaire

will guide the Authorities in the formulation of plans for the Priesthood which will take local conditions and needs into consideration. It is expected that the final instructions will establish efficient and definite procedure for all classes of ward conditions.

We shall be left free to conduct a Sunday School of one hour and a half, including a class period of 45 minutes. If priesthood meeting is held near enough to the Sunday School time to make it necessary for the children and women to remain until this meeting adjourns, interesting lessons and activities for the women and children will be provided by the Sunday School.

Until the complete plan of the Authorities is published, it cannot be known whether the Sunday School will run from 10 a. m. to 11:30 or from 10:30 to 12 noon.

For the present, it is important that Sunday School workers make no change in the present Sunday School procedure, but that they hold steady until the separate Sunday School arrangement goes into effect on January 1, 1938.

When the details of the plans of the Authorities are available, complete plans for the hour and a half Sunday School session will be prepared and published by the General Board. These will appear in the November issue of "The Instructor."



THE NEW INSTRUCTOR

Special November Issue

It seems incredible that of the 30,000 teachers working in our Sunday Schools so many are doing so without the aid of *The Instructor*. Our observation is that where *The Instructor* is used and the helps followed, are to be found the best classes. And where *The Instructor* is not used, the teaching is the poorest.

It is the desire of the General Board that an earnest endeavor be made to place *The Instructor* in the hands of every teacher. In fact, it should be in every home of the Latter-day Saints.

Beginning with the November number a new plan will be followed. The first part of the magazine will be devoted to brief articles on the principles of the gospel as presented to the various classes. These

articles will not only be helpful to the teachers, but will be of interest to all Latter-day Saints and should be read by them.

Pictures illustrating *Book of Mormon* events will appear on the cover of *The Instructor* beginning with the November issue.

The November number will also contain the lesson schedule for each department during the coming year and also the outlines for the month of January. It is very important that teachers subscribe now in order to get the first number. Don't wait until after the November number is received, but begin now to check up and arrange for a thorough canvas of your teachers.

Now is the time to get busy.

Prelude

TRACY Y. CANNON.

Andante con espressione.
Solo 8 ft. and soft 4 ft. fl. tremolo.

Solo 4 ft. fl. and aeolienne harp played an octave lower.
(Pipe organ—soft 8 ft.)

SACRAMENT GEM FOR DECEMBER

(L. D. S. Hymns, P. 156—Verse 2)

“He gives His flesh and blood,
Our souls to purify,
And blesses us with every good,
And thus He brings us nigh.”

Postlude

Add 16 ft. Bourdon.

SECRETARIES



Albert Hamer Reiser, General Secretary

THE SECRETARY'S PENMANSHIP

Penmanship in the days when our grandfathers and our fathers went to school was given great importance. That was when the typewriter was not in such common use as it is today.

Just why the pendulum of interest and emphasis has swung away to such an extreme and has stayed there so long is hard to understand, particularly in view of the fact that though typewriters are used now by millions of people a very important part of our writing cannot and never will be done by the typewriter. The need for long hand writing will persist until something far less cumbersome, expensive and inconvenient than the typewriter is devised for the many applications to which man still puts long hand writing.

The good penman these days is so rare that he is conspicuous. His excellence of penmanship has come to be a potent subconscious persuasion that he is a person of cultivated habits, good taste and intelligence. Furthermore, the fact that by natural ability or careful training he has the skill to form artistic and symmetrical letters and figures with ease and the fact that he shows

a disposition to record in an attractive and legible hand what he writes bring a considerable feeling of pleasure, comfort and satisfaction to others who read what he writes.

As a result the respect of others for him is increased and his ability becomes a hint of skill and thoughtfulness in other lines that is very much worth while.

The slightest introspection will demonstrate the effect of penmanship upon others. What is your own silent reaction when you read someone's long hand writing, which is legible, symmetrical, uniform, consistent and easy flowing? Conversely what is your reaction when you are obliged to read poorly formed, grotesque, awkward, ambiguous letters and figures?

Neat, artistic, attractive, symmetrical, firm adornment of our written discourse for the benefit of ourselves and others is as important as clothing ourselves pleasingly and as observing the principles of cleanliness and attractiveness in the care and preparation of our hands, face, hair and body.

As a nice attention to the details of personal appearance, speech and manners assures the maintenance of a pleasing personality, so does attractive and legible penmanship.



LIBRARIES



General Board Committee: A. Hamer Reiser, Chairman; T. Albert Hooper

NEXT YEAR'S NEEDS

Librarians need to know far in advance what courses of study will be taught to enable them to gather the material which will be useful.

In 1938 the course in the Kindergarten Department will use Old Testament Stories.

The Primary Department will use Old Testament stories, also, but with a different emphasis and approach.

The Church History classes will study the events of Church History from Joseph Smith to the arrival of the people in Salt Lake valley, including hero stories from the lives of Pioneers and Missionaries.

The "A" Department offers an excellent

course in the Life of Christ to young people 12, 13 and 14 years of age.

The principles of the Gospel which are clarified and amplified by the *Book of Mormon* constitute the course offered by the "B" Department for young people 15 and 16 years of age.

The Vitality of Mormonism is the general theme of the "C" Department (Gospel Messages) course for people 17 and 18 years of age. This course carries students through a very fruitful series of explorations of Gospel principles.

The Missionary Training Department will use *The Articles of Faith*.

The *Book of Mormon* is to be studied thoroughly in the Gospel Doctrine Department.

The books named above and approved commentaries thereon should be available freely to teachers and students. The librarian who provides an abundance of material from the literature in these rich fields is worth his weight in gold.

He should remember also the importance of a very thorough campaign to have every pupil equipped with the Sunday School Quarterly of his class, and to have an Instructor for every teacher.

In addition there are pictures, charts, maps, films and the numerous other aids to learning. The courses for 1938 are rich in these.

Book of Mormon maps are not published because Book of Mormon geography is so vague and speculative. An excellent Book of Mormon chart prepared years ago by Elder George Reynolds is available, however. Write to the Deseret Book Company, 44 East South Temple Street, Salt Lake City, Utah. This chart is indispensable to people who desire to gain a comprehensive grasp of the Book of Mormon story and who want to avoid confusion. Its use in the class will greatly increase interest and effectiveness. Recommend it urgently to Gospel Doctrine teachers.

A NEW BOOK OF MORMON PLAY

Those who have been teaching the *Book of Mormon* during the past year or those who may teach it during the coming year will be very glad to have called to their attention a little play based on the *Book of Mormon*. The title is "Gideon," a Historical and Epical Drama," written by Serge C. Ballif of Logan. A committee very highly recommended this to those who have been teaching it during the past year and to any others who may teach it or who may have occasion to use it.

Why not arrange to have this given for the entire group of *Book of Mormon* students, or perhaps arrange to have it given in some general meeting, asking the Bishop to give you enough time to put on this playlet. It will help to create a further interest in the *Book of Mormon*, and will help rivet upon the minds of those students who have been studying the *Book of Mormon* some of the things which they have had as lessons from Sunday to Sunday. This sells for fifty cents per copy and may be had direct from the author, Logan, Utah, or from the Deseret Book Company in Salt Lake City.



The Old Testament Sunday School Class of the Kansas City, Missouri, Branch of the Church of Jesus Christ of Latter-day Saints

PLEDGING OUR ALL

INEZ ROBINSON PREECE.

*Marcato.**mf*

1. Hear the might - y throng, Sing-ing a heart - felt song:
 2. Here we learn God's ways, Saints of the Lat - ter Days,

Sunday School work has our love and de - vo - tion, Here in sweet ac - cord,
 Gaining our faith in His plan of sal - va - tion, Spreading light a-broad,

Serv-ing our gra-cious Lord, Learn-ing His word with true e - mo - tion.
 Teach-ing the love of God, Shout-ing the song of ex - al - ta - tion.

CHORUS.

mf

March-ing a - long, Sing-ing our song: Truth can-not fail,

March-ing on - ward, ev - er on - ward; March - ing on - ward,

March on,

right will pre - vail, March - ing a - ong, Sing - ing our song,

March on,

ev - er on - ward; March - ing on - ward, ev - er on - ward;

on, on,

Stead-fast and true, Loy - al to you, *mf* Pledg-ing our all to the

on, on,

March - ing on - ward, ev - er on - ward,

cresc. *f* *mf a tempo*

Sun - day School call, God's work on earth will go for - ward!

To Choristers and Organists:

This brand new Sunday School rally song, composed by Sister Inez Robinson Preece, was sung with telling effect at the conference of the Deseret Sunday School Union, held in the Tabernacle, Salt Lake City, Sunday night, October 3rd. It is intended for use in all the Sunday Schools of the Church. It is hoped that choristers will have mimeo-

graphed copies of the song made and that it will be used in the song practice period of the Sunday Schools.

The composition has a good march tempo and the words can be easily memorized.

It is sincerely hoped that the hills, the valleys and the plains will soon resound with the music of "Pledging Our All."

TEACHER TRAINING

General Board Committee: John T. Wahlquist, Chairman;
James L. Barker, Vice Chairman; Frank K. Seegmiller, A. Hamer Reiser,
M. Lynn Bennion, Earl J. Glade

PRE-EXISTENCE AND ETERNAL PROGRESSION

Lesson 9. For December 5, 1937

Problem:

What is the doctrine of man's free agency? What conditions must a person fulfill in order to progress eternally?

Text:

The Teacher Training Manual for 1937-38, by Dr. Joseph F. Merrill. Lesson 9.

References:

The Pamphlets, *The Philosophical Basis of Mormonism*, by Dr. Widtsoe; *Gospel Restoration Themes*, lessons 15 and 16; *Ready References*, page 23; *Rev. 12:7-12*; *Abraham 4:24-28*; Rolapp's *Ready References*.

Objective:

To establish a reassuring concept of the doctrine of man's free agency and of the law of eternal progression.

Methodology:

1. Assign a student to discuss for five minutes the law of eternal progression as an answer to people who feel that churches generally have been obsolete and that, in this modern day, Jesus' leadership is actually challenged.
2. Let a class member in three minutes treat this theme before the class: "The Law of Eternal Progression is one of the most distinctive doctrines of the Mormon Church."
3. Call upon a student to recite from memory the verse in Lesson 9 of Dr. Merrill's *Teacher Training Manual*. It is lines of this type that may well be committed to memory.
4. Have a student produce several scriptural references from Rolapp's *Ready References* proving man had a pre-mortal existence and is a spirit child of God, the Father.
5. Assign to class member the matter of explaining why the concept that "As God now is man may become" glorifies rather than depreciates our Heavenly Father.

ORDINANCES AND PRIESTHOOD

Lesson 10. For December 12, 1937

Problem:

What is the purpose of baptism? What is your answer to the claim that any one who feels an "inward call" to the ministry has the necessary authority to preach.

Text:

The Teacher Training Manual for 1937-38, by Dr. Joseph F. Merrill. Lesson 10.

References:

Talmage's *Articles of Faith*; *Gospel Doctrine*, by Joseph F. Smith, Chapter 2; *Rational Theology*, Chapters 18 and 20, by Widtsoe; *Program of the Church*, by Widtsoe, Chapter 17; *The Gospel and Man's Relationship to Deity*, by Roberts, Chapters 4 and 18.

Objective:

To make impressive the vital importance of the ordinance of baptism; and to establish the significance of Priesthood to the Church membership.

Methodology:

1. Invite a student to prepare a five minute discussion for the class on the theme: "Why does the Church stress immersion as the current mode of baptism?"
2. Have a class member discuss briefly the incomparable opportunity for service available through the Priesthood of the Church.
3. Ask the class to discuss the theme: "The Latter-day Saint system of preaching the Gospel through its Priesthood and missionary organizations is the most distinctive in the annals of modern day church proselyting." Is there actually anything comparable to it in the world today?
4. Suggest to some student that he discuss before the class the following statement: "There is great satisfaction in 'proving' by scriptural references, that the ordinances used by the Mormon Church today are comparable in substance and character to those of the primitive church."

5. Invite a student to submit to the class the written prayers of the church, whose phraseology must be carefully safe-guarded.

Lesson 11. For December 19, 1937

Observance of Christmas with an appropriate Holiday Program, in the general Sunday School Assembly.

Lesson 12. For December 26, 1937

Review of the entire course which includes the lessons for the months of October, November and December.

Methodology:

There has recently been a renaissance of interest in "Quizzes." This is possibly due, in part, to the activity in this direction on the radio.

Possibly, if the questions contained in the ten lessons of Dr. Merrill's Teacher Training Manual for 1937-38, were typed and separated so that each question were on a single slip of paper, and then drawn from a box by various class members, in turn, considerable interest would be aroused.

The questions drawn might then be discussed. Each student might well be limited to one minute for each question.



TWO-AND-A-HALF-MINUTE TALKS

IX. Oral Aspects of Public Speaking

By way of an approach to a discussion of the oral aspects of public speaking, let us recall for a moment the purpose of speech. As has been pointed out before, it is to convey thoughts. In so far as the body, voice and vocabulary of the speaker aids the communication of thoughts, they function properly, but when the mechanics of gesture or voice become noticeable and thereby take attention from what is being said, to the manner in which it is said, the speaking is not effective. The voice therefore should be trained to convey information in the most effective way possible.

Too much stress cannot be placed on the matter of defeating the purpose of speech by speech mechanics. It is no compliment to a public speaker to have his audience say, after an address: "His gestures were so graceful." "Wasn't his voice musical?" "If I only had a vocabulary the size of his," etc. He hasn't accomplished very much if the audience remembers him or what he did more than what he said. The real compliment is when the hearers leave the lecture hall saying or thinking, "That was a new idea." "I wonder if my stand on that question is exactly right." "I believe I'll turn over a new leaf and take a new lease on life." The speaker has accomplished something when his message remains in the hearer's mind after he has finished talking.

So far as the voice is concerned in speech, it should be heard clearly and distinctly, and should be in harmony with the thought being expressed.

There are a few conditions relating to the voice which should be called to the stu-

dent's notice. These all attract attention to themselves, and thereby interfere with good communication.

One of these is a musical note in speech. There is a wide difference between the speaking and the singing note. Each has its own place, and neither should be misplaced. A song note while speaking will instantly become attractive and take attention from the thought to the note. Some listeners will be pleased with it while others will resent it. In either case it is bad, because it attracts attention.

Another thing to guard against is insincere (affected) variations. Occasionally speakers play with their voices. They introduce meaningless slides and inflections. These are distracting.

Breathiness is bad. This means incomplete vocalization. It is due to a partially open glottis, which restricts the vibrations of the vocal cords in the larynx. It results in a partial whispering sound while speaking and materially limits the carrying power of the voice.

A guttural or throaty voice should be corrected. This is due largely to the fact that the back part of the tongue is raised so high that a clear passage is obstructed, or to an unnecessary tension of the pharynx or other throat muscles. Some emotional irregularity is often the cause of it. Whatever the cause, the result is indistinctness, and an unpleasant growling and throaty tone. A nasal tone, too deep a voice, a very high pitched voice, a monotonous, and other conditions make the voice conspicuous and thereby act as blocks to vivid communication. These will be discussed later.

UNION MEETINGS

General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman; Frank K. Seegmiller, A. Hamer Reiser, M. Lynn Bennion and Earl J. Glade

DISCIPLINE THROUGH GOOD ADMINISTRATON

For the December Union Meeting the Teacher Training Committee proposes the above subject. It is the final theme of our general subject, *Discipline in the Sunday School*. Three topics come to mind as growing out of this phase of our subject.

I. Good General Administration as a Pre-requisite of Good Discipline. This topic might be presented briefly in the General Session of the Union Meeting by some ward superintendent or assistant. A neighbor of ours tells this experience: He went on a vacation trip to a summer resort. Near by was a ward. He and his children visited the Sunday School. They were there early. Only the janitor was there before them. About five minutes to ten a brother came in. The strangers were unnoticed. He appeared to be waiting for somebody. Soon another brother came in. The two members of the superintendency appeared to be holding a council meeting. Hurriedly they arranged a few matters. They appeared confused as the adults and children came in. The school that day was a failure. It lacked order and precision. Tardiness was prevalent. Absent teachers had last minute substitutes provided for their classes. The spirit too was not good. The morale was poor. Such schools in this age! Well, there was one. Let us hope that there are none now.

As the morale of the school is, so will the discipline be. Here are some of the things that will make for a fine morale.

a. A weekly superintendents' council meeting, where all details of school procedure are worked out.

b. A spirited and reverential prayer meeting. The morale that comes from the room where sacred prayer and song have prepared all for the school session will carry over even to the last moment of the morning's work. A teacher who won't come to prayer meeting will likely be lacking in spirit. As the morale is, the discipline will be.

c. Good Sunday School physical conditions. If the administration sees to it that the general assembly rooms are neat, decorated, clean, well ventilated, properly heated, the discipline will be helped immensely. How

many Sunday School sessions have been wrecked by cold or else by heat.

d. A good program well followed. The best schools announce very few things. How long will Sunday School superintendents continue to announce the title and page of the song? Every child should be largely his own director. If the number of the song appears in large figures, the child will turn habitually to the page.

II. Teacher Helpfulness in the General Assembly As an Aid to Discipline.

(This may be presented in a five minute talk by some helpful teacher.)

The place of the superintendency is on the stand. Any superintendent who resorts to nagging for order from the stand has failed to see how helpful teachers may be in assisting in discipline. In the general assembly the teacher must be made responsible for the order of her group. If she fails in this, it should be made a matter of conversation between her and the superintendent. In marching out, certain teachers should be assigned certain definite duties. Surely if all these things were properly taken care of no member of the superintendency need ever leave the stand to compel order.

III. Good Class Room Administration As An Aid to Discipline. (A 5 minute talk by some successful teacher.)

Some phases of this topic were discussed in the August Instructor. The administration side of the teacher's work should here be stressed. There is a certain routine that will make for good discipline if rationally followed. This is so finely given in Dr. Wahlquist's *Teaching As the Direction of Activities*, Chapter XIV, "Classroom Routine," that we shall refer you to it for the discussion of this topic.

See also Betts and Hawthorne, *Method In Teaching Religion*, especially Chapter

VIII, *Control of Classroom Response*. On page 194, "Morale and Classroom Spirit" is treated briefly, but very well.

In conclusion let us repeat that discipline should generally come through indirection. The three essentials are a good teacher, active participation of pupils and good general and classroom administration.

GOSPEL DOCTRINE

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,
Not Otherwise Assigned.

General Board Committee: Frederick J. Pack, Chairman, Mark Austin, Herbert B. Maw
and Gerrit de Jong

MAN'S POTENTIAL POSSIBILITIES

Lesson For Sunday, December 5

Text:

Sunday School Lesson (Quarterly).

Objective:

Eternal progression is possible only through obedience to law; disobedience to law results in decline.

Teacher's Helps:

Men improve through intelligent use; machines wear out through use. This capacity to become more efficient through well-directed effort is one of the very choicest gifts of God to man. Without it, there could be no advancement; with it, achievement has no bounds. It characterizes man as an actual child of God, inherently capable of becoming like Him.

The following will serve as an excellent illustration of the manner in which man is gaining control of nature. Immediately west of Great Salt Lake in Western Utah is a hard, level alkaline area now known as the Bonneville Salt Flats. In some places its surface consists essentially of mud, and in others of white crystalline salt. In 1846 the ill-fated Donner Party, with about thirty wagons and more than one hundred oxen, crossed the Salt Flats over a route some forty miles long. There was absolutely no water nor food for the cattle throughout the entire distance, except that which was carried. Hardships of an indescribable character were encountered. Thirty to forty oxen were lost, wagons were abandoned in the mud, and the people themselves barely escaped with their lives. Even though the party traveled both day and night, yet from forty-eight to one hundred fifty hours were required to make the distance. Then, even so, six more days were spent in an effort to save property that had been temporarily abandoned.

Of more recent years the Bonneville Salt Flats have come to public attention from quite another viewpoint, namely, that of the fastest racing course in the world. In 1935, only a few miles from where the Donner Party were stranded in the mud, Sir Malcolm Campbell drove an automobile over a solid surface of salt at the inconceivable

rate of three hundred miles per hour. Then, in 1936, over the same course, Ab Jenkins drove an automobile continuously for forty-eight hours at an average speed of one hundred forty-eight miles per hour. Eyston (Campbell?) would have covered the Donner distance, of forty miles, in eight minutes; and Jenkins would have covered it in shortly less than seventeen minutes. While the fastest of the Donner Party travelled forty miles, Jenkins travelled 7134 miles. The brain of man is responsible for the improvement.

The teacher, of course, will not lose sight of the fact that even the most startling improvements of the present civilization can be easily lost if man permits himself to decline, which invariably follows sinful indulgence. On the other hand, he can go on to perfection through obedience to law.

RECAPITULATION OF THE YEAR'S WORK

Lesson For Sunday, December 12

Text:

Sunday School Lesson (Quarterly).

Objective:

Praise be to God, for His mercy and goodness endureth forever.

Teacher's Helps:

The purpose of the present lesson is to obtain a comprehensive view of the entire year's work. This can best be done by dividing the discussion in three parts, namely, the Falling Away, the Preparation, and the Restoration.

It would be well to assign each of these major subjects to an outstanding member of the class, who has the ability to summarize matter and to bring forward the important parts, as outlined in the lesson. When the day's work is completed every member of the class should have a comprehensive understanding of the year's work.

The three assignments should be made at least two weeks in advance. Those who are to take part should be carefully and prayerfully selected. They should be told by the teacher precisely what is expected of them. Fifteen minutes should be assigned to each

of the individuals, and they should be instructed to keep within the time allotted.

The teacher should make every effort to see that this is the most impressive class session of the year. A proper presentation of the recapitulation will be invaluable to all who are in attendance. The Teacher, therefore, should spare no pains to see that the material is well prepared and fully ready for presentation.

The class recitation should begin promptly. Disturbing matters, such as irrelevant notices and unnecessary delays, should be avoided. Everything should be in readiness—chairs or seats in place, song books ready, room properly ventilated, and heated. Now—

(a) Song "The Spirit of God Like a Fire Is Burning."

(b) Prayer, by someone familiar with the general purpose of the lesson.

(c) Presentation of the summaries.

(d) Brief class discussion.

(e) Two or three well prepared testimonies concerning the value of the year's work.

(f) Song, Praise God From Whom All Blessings Flow.

(g) Benediction, gratitude to God, his patience, and omnipotent kindness; thankfulness for the Teacher and the members of the class; blessings for those who have made the year's work possible; hope for the future.

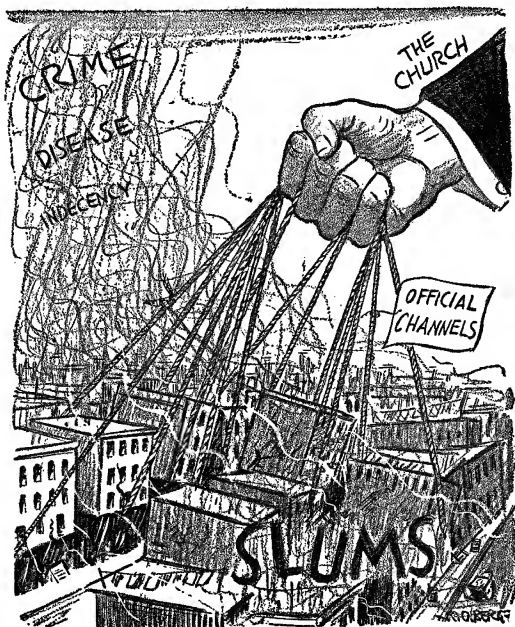
To the Teacher: The success of this program will depend almost exclusively upon the amount of inspired attention that you give to its preparation. May the beneficent God of heaven continue to bless your efforts.

REVIEW

Sunday, December 19

CHRISTMAS EXERCISES

Sunday, December 26



PULL!

SPECIAL GIRLS' CLASSES

Ages 12 to 18

(Note: Where housing facilities are inadequate to take care of the separate classes in the Aaronic Priesthood ages, these special lessons for girls from twelve to eighteen years of age should be given during the Aaronic Priesthood period.)

GENERAL SUBJECT: WHY DO I BELIEVE?

WHY DO I BELIEVE IN JESUS?

Lesson for Sunday, December 5, 1937

Outline of Lesson:

A. Jesus Was Both Man and God.

1. His Godhead. (See the following references: Matt. 16:15-17; Gal. 1:16; Col. 1:16; Mosiah 15:1-5.)
2. His Manhood. (See Book of Moses in the *Pearl of Great Price*, 7:45-47; Doc. and Cov. 2:26; 39:3; Mosiah 13:33.)

B. Human Qualities of Jesus:

1. He had physical needs. (He worked, Mark 6:3; and ate, John 13:26, and Luke 19:1-10; and slept, Matt. 8:23-26.)
2. He knew and loved nature. (See Matt. 6:28-30; Matt. 21:19-22.)
3. He had human appetites, feelings, relationships. (See Matt. 8:10; 9:36; 21:18; Mark 6:6; 11:12; John 2:12; 6:6; 11:33-37; Gal. 1:19; Heb. 2:18; 4:15.)
4. He had courage, as seen in his driving out the money changers from the Temple. (See Mark 11:15-19.)
5. He had tact in answering questions that were asked to entrap him. (See Matt. 22:15-22.)
6. He knew how to use beautiful language and beautiful figures. (See the reference above about the "lilies of the field.")
7. He was an unusual public speaker. He could speak in the language of those who listened to him. (See the parable of the Prodigal Son, Luke 15:11-32; read also Matt. chapter 13.)

Suggestions:

Perhaps the best preparation for this lesson would be for you to read all of the Gospel of Mark. It is the shortest and the simplest. This will give you an atmosphere concerning Jesus.

Remember, this lesson concerns only the human qualities of Jesus. The divine qualities will come next Sunday.

WHY DO I BELIEVE IN A SAVIOR?

Lesson for Sunday, December 12, 1937

Opening Statement:

In the preceding lesson was considered the human qualities of Jesus. That lesson should pave the way for this lesson by creating an atmosphere in which Jesus shows some traits of character, physical at least, in common with us. In the present recitation we are to study the divine characteristics of Christ, where we find little that is common with the rest of mankind.

Outline of Lesson:

- A. Jesus is our brother, our elder brother. For he and we are children of God. In this respect we are like him. God is his Father, the Father of his spirit, as he is our Father, the Father of our spirits. (See I John 3:1-3; II Nephi 25:16; Alma 12:32-34; Mosiah 15:1-3.)
- B. Jesus is God. (See "preface" to the *Book of Mormon*, which was written by Moroni. See also the last reference given under the preceding topic.)
- C. Jesus is Creator; he made the earth and all things that are on the earth. (See John 1:1-15; Moses 2:1; and references suggested there.)
- D. Jesus is our Savior, Redeemer. (See II Nephi 2:6-8; Doc. and Cov. 10:70, 18:11, 12, 91:1, and 93:9, 19:15-19. See also *Articles of Faith* (Talmage) Lecture II and IV.)

Note:

Whenever the teacher consults the Scriptures on any of the foregoing references, he should read what goes before and what follows, so as to get the true meaning of the passage.

MISSIONARY TRAINING

COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age
General Board Committee: Robert L. Judd, Chairman; James L. Barker, Vice-Chairman;
Carl F. Eyring

CONCERT RECITATION FOR DECEMBER

"Now faith is the substance of things hoped for, the evidence of things not seen."
—Hebrews 11:1.

THE UNSEEN WORLD

Lesson 39. For Sunday, December 5, 1937

Text:

Gospel Restoration Themes, Lesson 39.

Objective:

"The unseen world exists; it is fathomless but not unfathomable; it may be known." Yet being unseen, the details of this world must be very carefully tested, for one's imagination, once given unlimited freedom, could produce much that is not true.

Suggested Method Outline:

This is another missionary letter from "The Successful Missionary." It deals with the basic Mormon doctrine of the unseen world. It was out of the unseen world that Joseph Smith, the Prophet, received the visitations and manifestations upon which the Church has been built. Latter-day Saints frankly accept the existence of this invisible yet mighty world. Youth often finds the conception of the unseen world difficult to accept. Investigators of Mormonism likewise stumble at times over its apparently miraculous or supernatural origin. This lesson therefore deserves the most careful preparation by the teacher.

It is suggested that the teacher present this lesson under the following headings:

I. *Can the Unseen World Be Known to Man?* The teacher should point out that the details of the "unseen world" are known only through aids to the natural senses; and then only when these new experiences are well tested. Since the details of this unseen world are difficult to determine, it is easy for careless folk to let the imagination build into this unseen world many things which are erroneous.

"To gain a knowledge of the spiritual

realm, to become assured of reality, to gain a testimony, one must first desire it greatly, then pray for help, must seek truth by earnest study; and must try it out in actual practice in daily life. Desire, pray, study, practice."

After thus introducing the topic, let the teacher urge the students to give concrete examples of how we have been able to obtain information from the unseen spiritual world. The wise teacher will carefully but courageously evaluate these many examples. He will point out how carefully each experience should be tested and how easy it is for careless, naive, and lazy persons to claim a divine origin for unworthy experiences. At the close of the discussion the teacher will have impressed the class with the fact that there is an unseen world out of which man may obtain much information; but being unseen, persons may be tempted to claim, through the flight of the imagination, many things not worthy of being divine in their origin. Witness those among us who claim that they, not the President of our Church, have had revelations to guide the Church.

Assignment:

Urge all class members to read Lesson 40 and to come prepared next Sunday to give the details of the instructions to missionaries.

Teacher's Closing Minute:

As the class closes, the teacher might say: "Let us learn through faith, repentance, hard study, and genuine worship the elements of spiritual truth which seem to emerge from the 'unseen world'."

INSTRUCTIONS TO THE MISSIONARIES OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Lesson 40. For Sunday, December 12, 1937

Text:

Gospel Restoration Themes, Lesson 40.

Objective:

"And now, if your joy will be great with one soul that you have brought unto me into

the kingdom of my Father how great will be your joy if you should bring many souls unto me?"

Suggested Method Outline:

In many respects this is the most important lesson of the year. It reproduces the instructions which are handed by the President of the Quorum of the Twelve Apostles to every missionary who goes abroad in the service of the Church. These instructions should be studied again and again and memorized if possible by the missionaries. These instructions also give sound advice to all of us, to those who may not be called missionaries. One by one these instructions should be read and discussed in the class. As a matter of organization, the lesson might be divided in topics as follows:

I. *Traveling to Mission Fields.* Select a class member to carefully read the four rules given in this part of the instructions.

II. *In the Mission Field.* Have another class member read carefully the twenty-nine elements in this phase of the instructions.

III. *Returning Home.* Select a third class member to read the thirteen rules which pertain to the return home.

IV. *Health Hints.* Let a fourth student read the health hints which are given in the lesson.

V. *General Discussion.* Now let class members ask questions on any of the elements of the instructions given to mission-

aries, in order that these instructions may become firmly fixed in the minds of the group and thoroughly understood by them.

Assignment:

Encourage all class members to be present next Sunday and be prepared to bear a testimony on the general theme: "The great privilege of being a missionary of the Church of Jesus Christ of Latter-day Saints."

Teacher's Closing Minute:

In closing the class period the teacher might say: "The wise missionary will carefully study his instructions and loyally carry them out."

REVIEW

For Sunday, December 19, 1937

The review scheduled for this quarter's work could very profitably take the form of a Testimony meeting in which the testimonies could be centered around the theme: "The great privilege of being a missionary of the Church of Jesus Christ of Latter-day Saints."

CHRISTMAS PROGRAM

For Sunday, December 26, 1937

TEN COMMANDMENTS OF REVERENCE

(By May Spencer, age 13, of Tremonton Sunday School, Bear River Stake)

- I. Thou shalt strive with all thy might to get to Sunday School on time.
- II. Thou shalt go quietly to thy seat and not push or shove, for there is room for all in the House of the Lord.
- III. Thou shalt not disturb thy neighbor by whispering, for he has come to get the best he can.
- IV. Remember that thou art in the House of the Lord and it is thy duty to keep it holy.
- V. Honor thy officers and teachers that thou mayst learn the things they have come to teach thee, that thou mayst grow strong in the sight of the Lord.
- VI. Thou shalt not laugh at the most humble of prayers, for "Prayer is the soul's sincere desire."
- VII. Thou shalt not refuse to take part in any work of the Church, for by thy work shalt thou be known.
- VIII. Thou shalt use the time during the Sacrament Service to think of the Savior and the life He gave for us.
- IX. Thou shalt not criticise nor covet thy neighbor's clothes.
- X. Thou shalt not go home without thanking the Lord for the blessings thou hast received in the Sunday School.

GOSPEL MESSAGES

COURSE C—THE PROBLEMS OF LATTER-DAY SAINT YOUTH

For Priests and Young Men and Women of 17 and 18 Years of Age

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman;
Lynn S. Richards, Earl J. Glade

YOUR STRUGGLE WITH EVIL

Lesson 39. For December 5, 1937

Problem:

How Shall I Resist Evil?

Text:

Lesson Quarterly, Lesson 39.

References:

M. Bennion, *Moral Teachings of the New Testament*, Chapter III.

James E. Talmage, *The Articles of Faith*, Chapter 3.

Objective:

To strengthen youth in the conflict with evil; to assist them to recognize it, to cope with it, and to fight it in others.

Methodology:

There are several significant concepts developed in this lesson: (1) why there is evil in the world; (2) its role; (3) our attitude toward it; (4) our relationships toward it in its various manifestations; (5) the law of recompense; (6) the manner in which this law is applied; and (7) compassion for the evil-doer.

Obviously, in the hands of the earnest teacher such subject-matter will make for a spirited discussion. These questions may prove helpful in initiating the socialized-recitation and keeping it in the proper path:

1. Why is evil permitted to exist in the world?

2. Should we endure it? Resist it? Why?

3. Must a man sin in order to gain the strength of overcoming evil (Smoking, gambling, etc.)?

4. What is the position of the repentant sinner? Will he ever equal the virtuous man?

5. Are sins punished in this world? Is virtue rewarded? Give evidence, pro and con.

6. If not in this world, in the next? Give proof. See quotations.

7. Is man punished for his deeds only? For his words? For his thoughts?

8. Why is reward and punishment not immediate? (See the quotation from Talmage).

9. How should we regard sinners?

10. Advanced assignments.

Enrichment Material:

1. Poetry:

See any anthology.

See Keith Wahlquist, *A Father's Prayer* (Instructor for January, p. 44).

2. Songs:

No. 287—How Gentle God's Command.

No. 264—What Shall the Harvest Be?

No. 207—Have I Done Any Good?

YOUR FREE AGENCY

Lesson 40. For December 12, 1937

Problem:

What is My Position with Respect to the Counsel in This Course of Study?

Text:

Lesson Quarterly, Lesson 40.

References:

James E. Talmage, *Articles of Faith*, Chapter III.

Joseph F. Smith, *Gospel Doctrine*, Chapter IV.

John A. Widtsoe, *Brigham Young Discourses*, Chapter V.

Objectives:

To lead each youth to sense the importance and significance of his free agency, especially in religious problems, so that no false steps shall be made.

Methodology:

This lesson finishes the 1937 course of study. Problems of the Latter-day Saint Youth. Very properly, the course began with a reference to the free agency of youth and ends on that note. It is to be hoped that the course has been conducted on a developmental rather than an authoritative plan, so that the youth of Zion are in a better position to cope with their personal problems.

The methodology which has characterized the entire course, the socialized recitation, is again in order. These questions may be useful:

*1. What do you understand to be the meaning of "free agency?"

*2. Do you believe that men are "free agents?" Are there no restrictions?

*3. What evidence do you see in the lives of others of man's free agency?

*4. Describe, without reference to names or identification of the individual in question, persons who have made good choices and others who have made poor choices. Was activity in the Church one of these choices?

*5. Are Church members any the less free? (See quotation from President Smith).

*6. What is the meaning of "freedom under the law?" Compare primitive and civilized man on the basis of freedom.

*7. Explain free agency and progress in the Church. (See the long quotation from President Smith).

*8. What is the role of parents and teachers in view of this principle of "free agency?"

It is suggested that a portion of the period be used for individual testimonies of the value of the course. The class members may be asked to recall lessons which have been of great value to them.

REVIEW OF UNIT IV

This review may take one, or all, of several forms. *Let the students plan the review.*

1. Floor talks—an interesting session would consist of floor talks of five minutes each on Lessons 31-40, inclusive. Such talks, delivered either impromptu or extemporaneously, should summarize the lessons.

2. An oral discussion—let each student bring one religious problem to be presented to the class for informal discussion.

3. A pencil-and-paper test.

(Note: This may be used for review purposes regardless of whether or not it is used in class. The *Instructor* contains a copy of the key).

A. Completion Exercises.

Instruction: Fill in the blanks with the appropriate word, words, or expressions.

1. List several critics of religion. (Be prepared to meet their criticisms in the oral discussion to follow):

- (a)
- (b)
- (c)
- (d)
- (e)

2. List two *Articles of Faith* indicating the proper attitude of Latter-day Saints toward

*Advanced assignments. May be used as bases for individual reports.

new inventions, discoveries, thoughts, attitudes, and ideals:

- (a)
- (b)

3. Faith depends upon

4. From the history of the Church cite proof for the efficacy of prayer.

5. submitted the perfect model for prayer.

6. List your opportunities for Church Activity:

- (a) (d)
- (b) (e)
- (c) (f)

7. List the outstanding Church groups in America on the basis of enrollments:

- (a)
- (b)
- (c)
- (d)
- (e)

8. List desirable attributes for L. D. S missionaries:

- (a)
- (b)
- (c)
- (d)
- (e)

9. List new missionary techniques:

- (a)
- (b)
- (c)
- (d)
- (e)

10. The Church normally maintains approximately missionaries.

11. Name missionary forces of today.

12. Name the first principles of the Gospel:

- (a)
- (b)
- (c)
- (d)

13. Name the Scriptures of the L. D. S. Church:

- (a)
- (b)
- (c)
- (d)

14. Name an early publication of the Church:

15. Name the official publications of the Church to-day:

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)

16. The glory of God is

17. From what sources may we expect "False doctrine":

- (a)
(b)

18. Strength of character is based upon the resistance of

19. Freedom in religious matters is called "....."

20. Freedom is gained through to the laws.

B. *A Matching Exercise:*

Instructions: Place the corresponding numbers in the blanks:

Title of Books	Authors
() Articles of Faith	1. Bennion, Lowell L.
() Gospel Doctrine	2. Smith, Joseph F.
() The Program of the Church	3. Talmage, James E.
() What About Religion?	4. Widsote, John A.

REVIEW OF UNIT IV

December 19, 1937

The students should plan the nature of the review.

The three proposals are not alternatives, all may be used (i. e. floor talks on selected topics, class discussion of individual problems, and the pencil-and-paper test).

All students should be encouraged to study the pencil-and-paper test. This leaf may be torn from the Quarterly and used as a test paper, or submitted as proof of outside review. The key follows:

A. *Completion Exercises:*

- Any five listed in Lesson 31.
- (a) The 9th. (b) The 13th.
- Works or activity.
- Such as:

Joseph Smith's first vision.

The organization of the Church.

The volume, *The Book of Mormon*, etc.

5. Jesus Christ.

6. The auxiliaries of the Church, including seminaries.

7. Catholics, Baptists, Methodists, Lutherans, Jews, Presbyterians, Episcopalians (see Lesson 35).

8. Such items as: testimony of the Gospel; clean living; ability to pray, speak, sing, etc.; faith; obedience; etc. (See Lesson 35).

9. Newspaper publicity, magazine articles, athletics, radio broadcasts, musical concerts, illustrated lectures, movies, dramatics, pageantry, demonstrations, correspondence courses, etc.

10. 2,000.

11. President Grant, Tabernacle Choir, and other men and organizations.

12. Faith, repentance, baptism, and Gift of the Holy Ghost.

13. *Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price.*

14. *Evening and Morning Star, Messenger and Advocate, Times and Seasons, Millennial Star*, etc. (See Lesson 37).

15. *Deseret News, Improvement Era, Instructor, Relief Society Magazine, Children's Friend, The Genealogical Magazine.*

16. Intelligence.

17. "The hopelessly ignorant" and "the proud and self-vaunting." (See Lesson 38).

18. Evil.

19. "Free Agency." (See Lesson 40).

20. Obedience.

B. *Matching Exercise:* 3, 2, 4, 1.

CHRISTMAS PROGRAM

December 26, 1937

This date is reserved for a special program in remembrance of the founder of the Church of Jesus Christ of Latter-day Saints, i. e. our Savior, Jesus Christ, and our Prophet, Joseph Smith.

Plan with the Sunday School Superintendent for the part the Gospel Messages department may have in the program.

"AS SURE AS HISTORY REPEATS, A REVOLT IS DUE

Dr Harry Emerson Fosdick

Once more we face the liquor traffic, everywhere anti-social, not to say criminal in its consequences.

We are not in the status quo ante. We are in worse status by far, and this loose, tipsy, cocktail party generation cannot be the last word in the story of alcoholism.

As sure as history repeats itself, a revolt is due.



OLD TESTAMENT



COURSE B—For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age
General Board Committee: David A. Smith, Chairman; M. Lynn Bennion, Vice-Chairman
and Llewelyn McKay

LESSONS FOR DECEMBER

THE TEN COMMANDMENTS SPEAKING THE TRUTH

Lesson 39. For Sunday, December 5, 1937

Text:

The Quarterly and the references given there.

Objective:

To build in all of us an attitude of kindness and truthfulness that we might be inclined to less frequently gossip, lie and say unkind things about others.

Additional References:

Gow, A. M., *Primer of Politeness*, pp. 122-144. (Good stories.)

Daily papers and magazines.

Tanner and Bennion, *Problems of Youth*, pp. 69-79. (Good.)

Religion class and lesson priesthood manuals are rich in material for these lessons. Find and use it.

Procedure.

1. From a discussion, these problems, which should be on the blackboard, introduce pupils to this lesson.

Speaking the Truth

- a. What is "false witness"?
 - b. Can one always tell the truth?
 - c. Would the saving of a friend justify your lying for him?
 - d. Should kindness temper truth? When? When not?
 - e. Give cases where you consider the Ninth Commandment to have been broken.
2. Pass out the leaflets and pencils for study. Near the beginning of the reading material is found the first verse of the song, "Nay, Speak No Ill." The class or some individual may sing the song. The complete song is found on page 88 of the *Deseret S. S. Songs*.
 3. Instruct pupils to read carefully, and when they have completed, to construct about ten problems (true-false or completion) and place them on the margins of the leaflet.
 4. As a review, go around the class, calling

on each member to read one of his problems for the class members to answer. Also discuss the "Questions and Problems" at the end of the lesson.

5. Gather leaflets.

Some Supplementary Thoughts:

1. "The Devil can cite scripture for his purpose.

An evil soul producing holy witness
Is like a villain with a smiling cheek,
A goodly apple rotten at the heart.
O, what a goodly outside falsehood
hath."

—Shakespeare.

2. "If you are tempted to reveal a tale to you someone told

About another, make it pass, before you speak, three gates of gold;

Three narrow gates—first, "Is it true?" then, "Is it needful?"

In your mind, give truthful answer. And the next is last and narrowest, "Is it kind?"

And if to reach your lips at last it passes through these gateways three,

Then you may tell, nor fear what the results of speech may be."

—Quoted from *Problems of Youth*, p. 76.

3. The material in *Problems of Youth* is excellent on poems, stories and problems.

4. "If I knew you, and you knew me,
If both of us could clearly see,
And with an inner sight, divine
The meaning of your heart and mine,
I'm sure that we would differ less
And clasp our hands in friendliness.
Our thoughts would pleasantly agree,
If I knew you, and you knew me."

5. We have said that lying develops into a habit. This brief incident from Gow is illustrative. A young lawyer was retained in a case. Not being quite prepared, he wanted a postponement. He could think of no justifiable reason for making the request, so manufactured one in the emergency. Putting his handkerchief to his eyes, he said,

"May it please the court, I have just heard of the dangerous illness of my venerable mother, who is lying at the point of death. Under such circumstances, I must request that the case be postponed." The kindhearted judge was about to grant

the request when a voice from the audience shouted, "Timothy! Timothy! How often have I chastised thee for lying?" It was his mother who had come to hear her son's argument in court.

6. This is how a jealous, unkind word spoiled the happiness of a home: Mary and Louise were devoted friends in senior high school. They had been chums from infancy. They played and studied together. They even shared their boy friends, and that is where the trouble arose.

Andy liked them both, but as time went on, he favored Louise. At last he ceased to be interested in Mary. In a fit of jealousy, Mary told a deliberate falsehood about her chum and planned it so that Andy did not suspect. The deed was done. Andy and Louise severed their engagement, and he later married Mary. Then he learned the whole truth. While he remained true to his wife, his love and respect for her were partly destroyed.

"The mind has a thousand eyes
And the heart but one;
Yet the light of the whole life dies
When love is done."

7. Not Understood

"Not understood, we move along asunder,
Our paths grow wider as the seasons creep
Along the years. We marvel and we wonder,
Why life is life, and then we fall asleep
Not understood."

"Not understood, we gather false impressions,
And hug them closer as the years go by,
Till virtues often seem to us transgressions;
And thus men rise and fall and live and die,
Not understood."

8. Additional thoughts may be found in the previous lessons about the *Proverbs*.

"THOU SHALT NOT COVET"

Lesson 40. For Sunday, December 12, 1937

Text:

The Quarterly and references listed there.

Objective:

To show that covetousness is the beginning of much sin and misery and that it does not bring happiness. To attempt to dispel tendencies to want what belongs to someone else.

Additional References:

Psalms 119:36; Proverbs 21:25-26; Acts 20:33; I Cor. 12:31, 14:39; Ez. 33:31; Exodus 13:13-27.

See any Bible dictionary or encyclopedia or any standard encyclopedia.

Look up various references in a concordance Bible and select the quotations that most appeal to you.

Procedure:

- To introduce the lesson:
 - In the newspaper headlines we find:
 - "Thieves Loot Two Business Houses."
 - "Police Recover Stolen Car."
 - "Bank Suspect Kills Self to Avoid Capture."
 - "Bank Teller Indicted."
 - "Boys Arrested for Robbery."
- In each case someone wanted that which belonged to someone else.
- What does it mean to "covet"?

What is the difference between "ambition" and "covetousness"?

Is it wrong to desire and work for things like those possessed by someone else?

What is wrong about merely wanting, as long as you don't get it?

- Pass out the leaflets and pencils.

Answer in writing the "Questions and Problems" at the end of the lesson; it stimulates clearer thinking. Encourage pupils to list their own problems which might arise.
- Following the study period, discuss the problems freely with the class. Sympathetic understanding of young people should characterize the teacher as he meets these problems.

Supplementary Material:

- "Incline my heart unto thy testimonies and not to covetousness," King David prayed. "The desire of the slothful killeth him; for his hands refuse to labor," said Solomon. "He coveteth greedily all the day long; but the righteous giveth and spareth not."
- At Mt. Sinai Moses undertook to act as sole judge for the Israelites. Day by day they came before him with their many problems for decision. Jethro, his father-in-law, saw that Moses could not endure the strain and advised him to select good men from among the tribes to act as judges and relieve him of this great burden. Jethro prescribed the qualifications of the judges saying:

"Moreover thou shalt provide out of all the people able men, such as fear God, men of truth, hating covetousness; and place such over them to be rulers of hun-

dreds, and rulers of fifties, and rulers of tens."

This standard for a judge in Israel is required today—lovers of God, lovers of truth, and haters of covetousness. Among the greatest problems of our time is to find men for public positions, civic and church, who thoroughly measure up to these standards.

3. "Love of gain (covetousness) and desire for worldly praise and power are among the greatest of modern evils."

"God give us men; a time like this demands
Strong minds, great hearts, true faith and
ready hands.

"Men who possess opinions and a will;
Men who have honor; men who will not
lie;

"Tall men, sun-crowned men, who live
above the fog,
In public duty and in private thinking."
—J. G. Holland.

4. Samuel had grown old. All his life had been devoted to his people. He had turned neither to the right nor to the left from that which was right, "Behold, here I am," he challenged, "Witness against me before the Lord, and before His anointed: Whose ox have I taken? or whom have I defrauded? whom have I oppressed? or of whose hand have I received a bribe?" "And they said, 'Thou hast not defrauded us, nor oppressed us, neither hast thou taken ought of any man's hand.'" (I Samuel 12:1-5.)

No name in the Old Testament is more revered, or more respected than Samuel's. He was the last judge in Israel. He loved the Lord, he loved the truth and he hated covetousness. But his sons were not always so. Samuel had given them some authority under him. They were greedy and covetous, which brought the end of the rule of the judges and introduced the rule of the kings.

"Then all the elders of Israel gathered themselves together, and came to Samuel unto Ramah, and said unto him, 'Behold, thou art old, and thy sons walk not in thy ways: (They turned aside after lucre, and took bribes, and perverted judgment.) Now make us a king to judge us like all the other nations.'" (I Samuel 1:1-5.)

So because Samuel's sons were greedy and covetous, they lost their birthright, their heritage to the judgeship over Israel, and caused a complete change in the form of government. Are our problems in any way like theirs?

5. "Covetousness and jealousy are pals; covetousness and charity are enemies."

6. Covetousness is the stream which wears away the foundations of right doing. We intend to do right, but covetousness cuts the cords which hold us to the right path.

"The road to hell, they assure me,
With good intentions is paved;
And I know my desires are noble,
But my deeds might brand me depraved.
It's the warped grain in our nature,
And St. Paul has written it true;
'The good that I would, I do not;
But the evil I would not, I do.'
I've met few men who are monsters
When I came to know them inside;
Yet their bearing and dealings external
Are crusted with cruelty, pride,
Scorn, selfishness, envy, indifference,
Greed—why the long list pursue?
The good that they would, they do not;
But the evil they would not, they do.

"Intentions may still leave us beastlike;
With unchangeable purpose we're men.
We must drive the nail home—and then
clinch it

Or storms shake it loose again.
In things of great import, in trifles,
We our recreant souls must subdue
Till the evil we would not, we do not.
And the good that we would, we do."

—St. Clair Adams.

The arrows of intention must have the bow of strong purpose to impel them, lest covetousness rule the soul.

7. "Good name in man and woman, dear my lord,
Is the immediate jewel of their souls;
Who steals my purse steals trash;
'tis something, nothing;
'Twas mine, 'tis his, and has been slave
to thousands;
But he that filches from me my good name
Robs me of that which not enriches him,
And makes me poor indeed."

—William Shakespeare.

THE TEN COMMANDMENTS

Review of the Fourth Quarter's Lessons

For Sunday, December 19, 1937

Text:

The Quarterly for the Fourth Quarter, 1937.

Objective:

To take a glance backward over the lessons of the past three months for the purpose of reviewing these lessons; that we might

recall to our minds some of the significant principles and teachings which might make rich contributions to our lives.

The following questions, problems and exercises are merely suggestive as to how a teacher may review the lessons about the Ten Commandments. The teacher should feel free to use his own ideas. The following, however, is adequate review material for one or more class periods.

It should be remembered that this is not an examination, but a review; no grades are to be given. There should prevail an attitude of tolerance and helpfulness rather than one of criticism. It is the teacher's responsibility to so conduct this review period, that the pupils will remember it as a pleasant and profitable experience, full of ideas from which may be drawn ideals for daily conduct.

* * *

1. The simple statements of the Ten Commandments are of sufficient briefness and importance to justify memorizing them. This was no doubt accomplished during the first of the lessons about the Ten Commandments. Place on the board the laws in irregular order; after each leave two blanks, in which are to be indicated (1) the number of the law, and (2) whether it pertains to a relationship between man and God, or between man and his fellows:

Law	Number	Relationship
"Thou shalt not kill"....	(6th)	(Fellows)
"Thou shalt have no other gods before me" (1st)	(1st)	(God)
"Thou shalt not steal"....	(8th)	(Fellows)
"Thou shalt not covet"....	(10th)	(Fellows)
"Thou shalt not make any graven image"....	(2nd)	(God)
"Remember the Sabbath, to keep it holy".....	(4th)	(God)
"Thou shalt not commit adultery".....	(7th)	(Fellows)
"Thou shalt not bear false witness".....	(9th)	(Fellows)
"Thou shalt not take the name of God in vain" (3rd)	(3rd)	(God)
"Honor thy father and thy mother".....	(5th)	(Fellows)

2. Preparation for the review should be begun, by the teacher, a week or so in advance of the review. From the daily newspapers clip articles which illustrate in some way the different commandments. Number and paste these clippings on large sheets of paper which can be placed around the classroom. Give pupils paper and pencil and allow them to go from clipping to clipping and attempt to classify them under the proper laws. In correcting the papers, discuss freely the results.

3. Questions dealing with the Ten Commandments may be written on cards or slips of paper and shaken up in a box. In turn each class member draws a card or slip, reads aloud the question and answers it if he can. If he fails to answer or gives an incorrect answer he must return the question to the box. If he gives the correct answer he retains the card. The one having the greatest number of cards at the end of the time allotted wins. Sides may compete instead of individuals.

4. Each member of the class may be given a blank card or slip of paper, on which he writes a question dealing with the Ten Commandments. These papers are mixed up and redistributed to the class members. Each must rise in turn and give a good account of the topic written on the card he holds.

5. Divide the class into two teams. Arrange four chairs in the same order as bases of the baseball diamond. Teams may sit to the right or left of "home chair." Each team chooses a "pitcher" whose duty it is to throw questions to be answered by the "man up to bat" who in turn starts by occupying the "home chair." A question correctly answered advances the team one base. A team failing to answer three questions is retired and the opposing team is "in." Team having most "runs" wins.

6. The following questions and problems correctly answered may serve as a brief summary of some of the important items found in the lessons of the quarter. Discuss them thoroughly:

1. Describe the circumstances of the "giving of the Ten Commandments."
2. Of what value are the Ten Commandments in our modern times?
3. Name some "modern gods" which often crowd the true God from people's lives. What are the dangers here?
4. Explain the modern implications of the law "Thou shalt not take the name of the Lord thy God in vain."
5. In our day how may we "keep the Sabbath Day holy"? Of what value is the Sabbath Day?
6. Describe an ideal home. What is the relationship of parents and children in that home? What is the advantage of a well-regulated home over a well-regulated orphanage?
7. How has the proper observance of the sixth commandment become a complicated problem in modern life?
8. Show from history that in many different periods people thought they were modern by living impure lives; but there has always been a return to virtuous living because it promoted the greatest happiness.

9. What is it that makes human beings different from the animals? Answer carefully.
10. What are the best methods to combat the evil of stealing?
11. Lying frequently begins a chain of events which results in disaster. Explain. Is there such a thing as falsehoods of varying degrees—white lies, black lies, etc.?
12. How might covetousness be said to be the root of all evil?
13. Explain how the principles of Jesus are higher laws than the Ten Commandments.
7. When the following statements are properly matched they constitute some significant ideas about the Ten Commandments. In the blank between statement halves place the number of the first part statement which if placed there would properly and correctly complete the sentence. (This exercise should be placed on black-board or individual copies made for each pupil.)
 1. Anger is the beginning seem to be based on the Ten Commandments.
 2. The Sabbath Day was made for the benefit of man because his heart was pure.
 3. Swearing, profanity and vulgarity always seem results in unhappiness and disease rather than joy and success.
 4. The free use of alcoholic beverages is, perhaps, the easiest and most universally broken.
 5. Covetousness is the strong desire to possess Is it true? Is it needful? Is it kind?
 6. Most of our modern civil laws might be referred to as "modern gods."
 7. His strength was as the strength of ten not man for the Sabbath.
 8. Money, fame, power, and pleasure-seeking to be found in close relationship to each other.
 9. The Tenth Commandment that which cannot honestly and rightfully belong to one.
 10. Shakespeare said: An evil soul producing holy witness which often leads to the breaking of the sixth Commandment.
 11. Make each statement pass three gates of gold has been a contributing factor to the breaking of the sixth Commandment.
 12. Uncontrolled gratification of sex impulses and passions is like a villain with a smiling cheek; a goodly apple rotten at the heart."

Answers belonging in blanks:

1—6	7—2
2—7	8—3
3—12	9—5
4—9	10—1
5—11	11—4
6—8	12—10

THE LORD'S TENTH

It is believed that somewhere back in religious history the practice of tithe-paying was instituted at the instance of Deity as a test of sincerity and to provide support for the church. Just when the practice began can only be surmised since the record of a rather long period of time, and the history of many generations were condensed in the writing to a few chapters in Genesis. This book, presumably written in or near the 15th century B. C., carries the practice considerably beyond the day of its writer in the statement that Abraham "gave tithes of all" to Melchizedek, King of Salem, (Genesis 14:18-20). Paul identifies Melchizedek as a High Priest and states further that Jesus was "made an high priest after the order of Melchizedek." (See Hebrews 6:20, and 7:1-28.)

Tithe-paying continued as a practice of those desiring favor with Jehovah, the God of Israel, and Christ approved a further continuation of the practice. In our dispensation the principle was revealed as fundamental and its practice enjoined on the church membership." (Doc. and Cov., Sec. 119)

Aside from the facts already mentioned which constitute reasons of considerable weight, the principle should receive serious consideration because it makes us partners with Deity and its observance carries a promise worthy of an extensive test. (Malachi 3:8-11)

The immediate benefits from the payment of tithing are more likely to impel one to settle his debt with the Lord, than a promise of reward in the hereafter. It is rare that one who observes the law falls into religious inactivity.

We trust the above thoughts will encourage a study of the law of tithing that its observance may become more general.

C. Douglas Barnes, Ph. D.

BOOK OF MORMON

COURSE A—For Deacons and Other Boys and Girls 12, 13 and 14 Years of Age
General Board Committee: T. Albert Hooper, Chairman, Junius R. Tribe, and Wallace Bennett

LESSONS FOR DECEMBER, 1937

Opportunity should be made by all teachers to provide every child with a Quarterly, as new subscriptions for the fourth quarter's work of the year will be filled for 10c each.

Perhaps in no piece of literature in which the author has had full power to arrange events according to his fancy, and produce the thoughts of the sole survivor of a people,* with that survivor's reflections upon the lessons which the downfall of his civilization could teach, has a more appealing story been told than the story of Moroni, and the two associate stories of Mormon and the Prophet Ether. The record of the Jaredites is to be omitted from this year's lessons for lack of space, but the teacher may wish to read it through again and bring to the class some of the story of that ancient people as it would have appealed to a Nephite had he read it with his thoughts turned to the strange happenings to his own people during the three hundred-odd years covered in the lessons for this month.

The peculiarly personal nature of social consciousness, even after one has thought many times of one's neighbor, and after one has practiced all one's life the deeds of the golden rule, is poignantly shown in the life of the great prophet and leader, Mormon. To get something of the feeling of "being alone with God" sometimes even in the midst of serving man may be stated as the objective of the lessons of this month. And its application may now be made, that works of righteousness and even those of daily service, derive their ideal value from the fact that they are prompted by the heart, and guided by one's own desires to serve and to invent new agencies for good.

*The thoughts of the sole survivor of a wonderfully endowed South American Indian people are most poignantly suggested in that gem of the Cameo Classics series, "Green Mansions," by W. H. Hudson. Grosset and Dunlap, publisher, New York, 85c.

THE BOOKS OF FOURTH NEPHI AND OF MORMON

Lesson 43. For Sunday, December 5, 1937

Text:

IV Nephi, and Mormon, Chapters 1-3;
"A" Dept., Sunday School Quarterly.

Objective:

To realize the significance of God's special promise to the Nephites, that they should possess this land only so long as they were mindful of His commandments.

Discussion:

This lesson covers almost the entire period of time between the ascension of the Savior and the destruction of the Nephites—nearly 400 years. It begins with the peak of ancient civilization in America: all the people were converted. There were no contentions, and every man dealt justly, whether he was Nephite or Lamanite. It ends with a greater wickedness than had ever been seen before, and the entire destruction of the Nephite people.

Activities:

1. Draw a time line, showing the transfers of the plates from Alma to Helaman (See Alma, Chapter 37 or Chapter 45) about B. C. 73; to Shiblon, and to Helaman II, (See Chapter 63) about B. C. 57 and 53 respectively; to Nephi (See Helaman, Chapter 3) in B. C. 41; to Nephi II (See III Nephi, Chapter 1) in the year of the birth of Christ; to Nephi III (See IV Nephi) in A. D. 36 . . . on down in this lesson to Mormon. The plates of Nephi were the possession of the kings, before the time of Alma.

2. The students are asked to put plus marks in the margin for the number of indications of good among the people after 100 A. D., and minus marks for the number of indications of evil. The balance struck between pluses and minuses at successive periods shows the trend of the Nephite situation, until there remained no place for them.

Theme music, from "Tannhauser," by Wagner. Some beautiful oral reading may accompany the selections, both reading by volunteers and reading by the class in concert.

MORMON AND MORONI

Lesson 44. For Sunday, December 12, 1937

Text:

Mormon, Chapters 4-9; "A" Dept., Sunday School Quarterly.

Objective:

To realize that happiness in the next life depends upon our keeping the commandments here.

CONCERT RECITATION
(Mormon, Chapter 9)

Then do ye suppose that ye could be happy to dwell with that holy Being, when your souls are racked with a consciousness of guilt that ye have abused his laws?

Discussion:

Some other ancient civilizations have been entirely obliterated—see Pahlaw's "Man's Great Adventure," (Ginn & Company) or Van Loon's "Ancient Man," or some other general history. A student may be asked to report on the ancient Summerians.

Only a few civilizations, however, have faced actual extinction of both people and influence. The Roman empire was too widespread ever to be extinguished. Not only did it bear the torch of all previous civilizations in itself, but always somewhere in its colonies there was a torch that carried on. So with the Nephite civilization, no doubt somewhere parts of it were preserved. The civilizations discovered by the Spaniard in Mexico and Peru were not developed until centuries after 400 A. D., just as the modern nations of Europe were not developed until centuries after the fall of Rome—but all, no doubt, in some measure derived from the traditions and arts of the previous experience of the race.

The story is told of an archaeologist picking up an ancient coin on the site of a city of the East, of which historians recorded that its entire population was destroyed. As the archaeologist gazed at the face on the coin, and wondered at the strange features of the extinct people, he happened to look up, and found himself gazing into the face of a peasant woman—with the same features as those upon the ancient coin.

Somewhere in the peoples of mixed blood of the American Indian today, one may see, perhaps, a survivor of the ancient strain, but the Nephites themselves are gone. As you read in class of the twenty-four men who were left of Mormon's vast army of 230,000, the theme song of "A Nephite Lament," will add a touching note. A member of the Church heard this tune played on an instru-

ment resembling a trumpet, in a vision which he had of a survivor of this great final battle.

If this theme music is not available from your Sunday School organist, Mendelssohn's "Song Without Words," can be played. This beautiful "mute" outpouring of song is printed in "The Children's Friend" for September, 1937.

Activities:

"Put on the Spectacles." Through the eyes of a historian, examine the causes of the decay of the Roman empire, and compare them with the prophetic explanation of the causes of the decay of the Nephite civilization. Are there similarities? If there are differences, are they differences of interpretation?

The fall of Rome is dated at roughly 400 A. D., and this is about the date of the extinction of the Nephites. It may be interesting to note that Alma had prophesied to his son Helaman the date, but had Helaman seal it up. (See Alma, Chapter 45.) Jesus had made only a little less veiled statement of it to all the people. (See Third Nephi, Chapter 27.)

The activities can be brought to the class as three floor talks by members of the class. Others may read parts of the text which are unforgettable. Some slight amount of program organization can be planned by the teacher or placed in the hands of one of the students who may be called to serve.

THE BOOK OF MORONI, and REVIEW

Lesson 45. For Sunday, December 19, 1937

Text:

"To the Student," last chapter in "A" Department Sunday School Quarterly.

Objective:

An acknowledgment of the benefits derived from our Sunday School classwork.

Program:

A program committee may arrange numbers volunteered by class members on any of the following subjects: (1) My testimony of the truth of the gospel; (2) My testimony of the truth of the *Book of Mormon*; (3) My pleasure in some of the programs that have been presented; (4) My acknowledgment of the leadership of our teacher; (5) Our honor to those who have read every lesson; (6) Honor to a class member who has served us; (7) Honor to the noble characters whose lives we have studied in the lessons this year; (8) Favorite passages, scenes, theme songs, dialogues, or impersonations.

The possibilities of the program may be listed on the board and discussed with the class, the committee serving only as a coordinating agency to compile the program.

ACTIVITIES FOR THE BOOK OF MORMON DEPARTMENT

Fourth Quarter

Date	Lesson No.	Group Activities—Interpretations	Retold Stories	Art	Drama	Theme Music	Careful Study or Research
Oct. 3	35	The Game of "The Close Observer makes the best Witness." Draw for places. A point is tallied for each one finding the correct reference first.		Print on black-board Outline, page 359, of <i>The Instructor</i> .			Preparation for being an expert witness includes not only being able to find passages quickly but also being able to read them well.
Oct. 10	36				At a party or at a home, a shadow pantomime of Kishkumen's life.		Careful attention to the contents of every paragraph, and to the run of the story qualify one for a second game of "The Close Observer," with a trapper added.
Oct. 17	37	A Program. For the prolog, see <i>The Instructor</i> for August, page 361. Music see column 8. One-minute topics and episodes, from the lesson; see mimeographed Activities sent free by the Deseret Sunday School Union. Dramatization, see column 7.	Can you tell a story very briefly?		Only two persons are needed for Chapters 7 and 8—Nephil and the Chironicler. Which one should you like to be?	"The Angels Serenade." Can Lamanites invade the land of Zarahemla with a mission that was not one of peace?	How many times had the Lamanites invaded the land of Zarahemla with a mission that was not one of peace?
Oct. 24	38	A Panel Discussion resembles a debate in that each one brings a new point of view to the discussion, but the object of a panel discussion is not to have a controversy but to get a many-sided view of a subject. See <i>The Instructor</i> for August, page 369.					
Oct. 31	39	A Current Events Program—as the Nephtiles might themselves in their day have conducted it. Seven characters. See <i>The Instructor</i> page 369. Intersperse the theme music when there is a pause in the conversation. The oldest character may look to any character in the dramatization to take up the program if the pause is too long, but the discussion will be better if each one finds his own cue.				The Intermezzo from "Cavalleria Rusticana."	Write a role which will fit into either a current events program or a dramatization of a family gathering in Zarahemla. See the mimeographed activity bulletin.

Nov. 7	40	A "Mosaic of Word-Pictures" in celebration of the resurrection of Jesus Christ. Ten interpretations—oral readings and short retellings. See <i>The Instructor</i> for September, page 405.	Print on the board Outline on page 405. Are there any pictures that our artists would like to paint for us?	Word music—recite the verses or paragraphs of today's chapters that you like best.
Nov. 14	41	An original "Mosaic of Word-Pictures." Let each one volunteer for a portion of the program. Watch the Outline, Column 6, for your cue. Note the opportunity for an oral reader.	Print on the blackboard the outline of "A New Life for the Nephties." See <i>The Instructor</i> , p. 406.	Consult the mimeographed activity bulletin for the most significant research of the present quarter.
Nov. 21	42	A program in which the teacher is to furnish the connecting links between numbers that the class members furnish. See page 4. Mimeographed outline.	Blackboard outline of the Gospel (or "Good News") to the Nephties. See page 406.	Page 4 of mimeographed bulletin. Learn to read as a connected discourse. Draw the time lines indicated.
Dec. 5	43	"Weighed in the balance and found wanting." The report of the researchers (Column 9) may be followed by a general discussion on how we may plan our conduct so that we shall not contribute to any decline or fall of our own civilization that some people think is coming.	Display the time lines of the researchers.	See mimeographed bulletin.
Dec. 12	44	A historical society meeting. Papers by two researchers (volunteers). "Put on the Spectacles," and "As Moroni turned his eyes upon us."		Comparison of the causes of the disintegration of the Nephtie and Roman civilizations. See mimeographed bulletin.
Dec. 19	45	The Review Blank in your text may have suggested a contest, to you, but it is not a competition between individuals but a challenge to you. Have you struck the pace yet that you should maintain to give the Sunday School what it has attempted to give to you? Have you begun to make your preparedness on any topic the means to serving others. If so, a pleasant journey to you when you go on a mission, or even as you greet your neighbors at home. Prepare from now on.		Find in a large <i>Book of Mormon</i> the portions written by three different men by the name of Nephtie. Was the book of Second Nephtie written by the first Nephtie, or by someone else? Find episodes written by the first general named Moroni; then the "Words of Mormon," and the Book of Mormon and his son Moroni.

CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; DeLore Nichols, and Ruth Wheelon

LESSONS FOR DECEMBER CONCERT RECITATION

I Nephi 3:7

I know that the Lord giveth no commandments unto the children of men, save he shall prepare a way for them that they may accomplish the thing which he commandeth them.

THE BOY WHO BECAME A SEER

Lesson 42. For December 5, 1937

As in the three preceding lessons you will find considerable material in the M. I. A. Adult Manual for 1936-7 on the life and character and work of President Smith. Likewise some of this material will be understandable to the children in the class.

For a point of contact ask your class to tell you if their parents remember President Smith, and what it is they recall. This will have to be made as an assignment the Sunday before, so that the class will have time to ask their parents.

There are several objectives to be drawn from this lesson. Here is one: *To teach the class that they are to pray for help whenever they really need help, no matter how small their request may appear.* Another is: *To do our daily tasks as if they were the most important things in the world.*

Pupil Activity:

Assign to as many of your pupils the following topics, for short talks:

1. Joseph on the Plains.
2. Joseph's mother prays.
3. Some other facts about President Smith.
4. Joseph F. Smith as a seer.

Other topics may occur to you, which would make good assignments. After these have been given in the class, question your pupils with respect to what they have heard. Try to get as many of them as possible to respond.

Use the blackboard. Maybe some of your class can draw the picture of a woman praying and a boy not far away listening to her. What objects are in sight? The wagon, breakfast on an improvised table near by, etc. Maybe some one can draw the picture of Joseph and the Indians. If so, these will impress the mind of the class, even though they are not particularly artistic.

Have your class bring pictures of President Smith to show others, particularly pictures of him when he was young. Others may know,

or have heard, other stories of him than those related in the Quarterly. If so, encourage them to tell them.

One or two of the class may read about Joseph F. Smith's mother, in *The Heart of Mormonism*. There is half a chapter given to her in that book.

Application, Assignment:

The application which you make of the thought in this lesson depends on what you have taken as your objective. Try to get the children to apply the thought, whatever it is, in their lives during the coming week. They should understand that they will be called upon to report their success next Sunday.

Don't forget to read the next lesson now, so as to have assignments made.

HE WHO KEEPS THE BODY FIT

Lesson 43. For December 12, 1937

For material on President Grant you will find, in addition to what is given in the Quarterly, some interesting material in Jensen's *Biographical Encyclopedia*, under his name.

A good point of contact would be to find out who in the class has had a serious spell of sickness. Or, since the lesson implies that the observance of the word of wisdom will make a difference in the way we stand up under sickness, the question suggested in the list at the end of the lesson in the Quarterly, might be asked: What makes the difference between the first and the second runner, or jumper, or other athletic contestant? It may be a split second. But what makes one faster than another? It is the way he lives. It is so in case of sickness. The way we live will tell whether we recover or succumb.

Perhaps the best objective here, since this is a concrete lesson, is this: *To help the children to understand that the way they use their bodies will decide matters in many a crisis.*

Pupil Activity:

You, yourself, should read more than the Quarterly on the subject of this lesson—the reference mentioned above, for instance. Then you will be in a better position to make some assignments other than those suggested in the Quarterly. Here, then, are some assignments, which you will have to make at this coming recitation:

1. In the hospital.
2. Before the hospital.
3. After the operation.
4. What makes the difference between athletes.
5. Heber Grant wins the first team.
6. Some religious activities of President Grant.

These assignments, with others you may have made, out of the way, you should quiz the class on what they have learned. Have all the class active.

The members of the class will readily understand any reference to sports. They can see, also, what it is that makes the difference between athletes. It will be easy, then, to go to other and more important phases of life. This same difference may determine whether we are to live or die.

Use the blackboard as much as you can. It will help to focus attention on what is going on in the class. Have the pupils bring to the class all the different pictures they can of President Grant.

The concert recitation for this month is President Grant's favorite; it is the one, he says, that has influenced him most in his life.

Application, Assignments:

One application of this lesson might very well be the putting into practice of the things mentioned here as contributing to bodily strength. There can be no doubt that, if Brother Grant had been a user of tobacco, for instance, or of spirituous liquor, he would have died under the operation. That he is alive to-day is no doubt due to the fact that he took care of his body. The strong cannot afford to weaken themselves, and the weak must take every precaution to preserve what strength they have. Talk over with the class the different things they may do during the coming week in this respect.

Read the Review Lesson now. It may be that you will want to make some special assignments, so as to have a better review than you would otherwise have.

QUESTIONS IN REVIEW

Lesson 44. For December 19, 1937

The teacher will find it advantageous to follow these suggestions pretty closely:

First: Read over the entire Quarterly, so as to have in mind whatever you may think is the most important. Two things you will probably think are important. One of these will be the matter to be found in the Quarterly. Another will be the practice of the suggestions found there. There can be no doubt that the second of these is really more important than the first, because behavior is more important than knowledge, even though

knowledge is the basis of behavior. Perhaps there is no way by which you can test the behavior of your pupils out of the class. And then maybe you have a way of doing so. At any rate, the behavior habits of the class should have been altered somewhat by what they have learned this year.

Second: Question the class on the facts of the lessons given in the present Quarterly. Here are some, in addition to those asked at the end of the lesson there:

Which of the seven lives considered here did you find most interesting? What do you remember about that president? How is the president of the Church chosen? (Answer: By the quorum of Apostles. Thus far the president of the quorum has been selected for the new president. Then he chooses two counselors, and that makes a First Presidency.)

Name some qualities that were common to all these men. (Here the teacher should use the blackboard, some pupil having been chosen to write what the class thinks about.) What was the main quality of each of these presidents?

Third: You should have asked the class members to bring all the pictures of all the presidents that they can, and these should be shown the class by their owners.

Fourth: How many letters have been written to other Church History classes this year? How many answers have been received? Which letters did the class like the best? Which were the most entertaining? The most instructive?

Fifth: How many of the class have made a real effort to improve their conduct? (This is necessarily a delicate phase of the subject, and will have to be handled with care, since it reveals what the class, as individuals, may wish kept secret. But there may be phases on which there can be a discussion without embarrassment. Of this the teacher must be his own judge.) Of what use is it to know something that we do not practice? What do people judge us by? (By the standard which we set up for ourselves, or that which the church we belong to sets up for us.) Why do we always judge a person by what he does rather than by what he says?

Sixth: Test should also be made of the memory gems, or concert recitations. Particularly should the teacher inquire as to what meanings the class attach to these.

Seventh: It is believed that questions can be answered only in the class. Only two or three need to be answered in the *Instructor*. Hence no specific answers are inserted here.

Sunday, December 26, 1937
CHRISTMAS EXERCISES

PRIMARY

NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry

LESSONS FOR DECEMBER

PAUL'S LIGHT LIGHTS A KING

Story 39. For December 5, 1937

Text:

Acts 26.

Reference:

Hurlbut, *Story of the Bible*, p. 735.

Objective:

If we light the way of others great happiness will come of it.

Study of Material:

A. Outline.

- I. How Paul's Light Shone.
- II. The Great famine.
- III. Paul before King Agrippa.

B. Lesson Facts:

Paul the apostle labored diligently for many years in Cyprus, Asia Minor and Europe. His great desire was to go west to Italy and even to Spain. He was at Corinth, Greece, which is not far from Italy. One thing kept him from going. In Jerusalem was a great famine. He could be of real help there. Love of his people caused him to decide to go to Jerusalem. There things went bad for him. He was seized while in the temple, mobbed and imprisoned. Finally to save his life the governor had him removed to Caesarea. There he spoke before Agrippa.

Lesson Enrichment:

"Jesus Bids Us Shine."

"God Make My Life a Little Light," Hollis Dann, 2nd year.

"Shine On," *Deseret Sunday School Songs*.

Picture:

"Paul Before King Agrippa."

Memory Gem:

I cannot shine like the sun so bright,
God did not give me a brilliant light,
I'm only a child, but I'll do my best,
To shine a little brighter than the rest.

Point of Contact:

Use the point of contact given on the leaflet if it appeals to you. If not the song "Shine On" may serve very well. We seldom have an opportunity to use a song that could serve this purpose as beautifully as this one does here.

Application:

The name of our story today is interesting. It says "Paul's Light Lights a King's Way." After hearing this story what do you think Paul's light was? How did it light the king's way? Our light may not be as big as Paul's but it can shine in its place just as brightly. It can shine in so many places to light people's way. Let's pretend our lights are going to light some one's way this week and all think of the thing we are going to do. (Get an expression from each child how he intends to light some one's way.) At the end of the week who do you think will be the happier, you or the one you helped?

Directed Activities:

Let the children choose some scene from the day's lesson and illustrate on paper. The children may choose to keep their illustration a secret from the rest of the group and when they are through, it will serve as a means of getting the story back from the children, by letting them tell about their picture.

Guidance Hints:

All children will face a situation like Paul's, the choice between the pleasant and the unpleasant. Let us hope this story will fortify them to choose to do their duty, however hard. But let the children realize that the path of duty eventually gave Paul his greatest opportunity to declare the truth to a king. No moralizing will do this as well as a fervent telling of the story.

PAUL THE PRISONER LEADER

Story 40. For December 12, 1937

Text:

Acts 27, 28.

Reference:

Hurlbut, *Story of the Bible*, p. 738.

Objective:

However bad our condition in life may be, we still may do great good.

Study of Materials:

A. Outline.

- I. Paul sent to Rome.
- II. Paul's Leadership Shown.
 - a. His advice not heeded.
 - b. The great tempest.
 - c. Paul calms the people.
 - d. He tells of the angel's visitation.

III. Paul Shipwrecked.

IV. Paul in Rome.

Lesson Facts:

Paul had appealed to Caesar, so had to go to Rome to be heard. He was placed in charge of Julius, a very high type of soldier. No ships went in those days regularly to Rome; so Julius put Paul on board a freighter. Later he transferred him to another freighter. The greatness of Paul is constantly shown. Although he is a prisoner, he constantly shows the inspiration of a great leader. If they had accepted Paul's advice, they would not have met so many disasters.

Lesson Enrichment:

Songs: Use any of the songs recommended for the three previous Sundays.

Pictures: "Paul shipwrecked on Malta" (Nelson colored set, No. 215).

Memory Gem:

(The following is no doubt too long to learn with the day's lesson; so print it for the children to take home.)

Monday, I wish for eager feet,

On errands of love to go;

Tuesday, I wish for a gentle voice.

With tone both soft and low;

Wednesday, I wish for willing hands,

Love's duties all to do;

Thursday, I wish for open ears,

Wise words to listen to;

Friday, I wish for a smiling face,

A brightener of home to be;

Saturday, I look with quickened eyes

God's beauty all to see;

Sunday, I wish for a happy heart

That may to others joy impart.

Guidance Hints:

Children often have inferior complexes. They feel that they can't do things. This is a good story to make them believe in themselves. So tell it that they will want to be like Paul, full of good works even though in an inferior position in life. Paul should be to them a great hero.

Point of Contact:

Bring to class pictures of storms at sea or shipwrecks. Talk with the children about them. How they would feel if they were there, what they would do, etc.

Application:

Today we have had our last story about Paul. Haven't you loved him? He did so many wonderful things. I am sure we have all done better things since we have learned of Paul. He can certainly be a big shining light for us to follow. But however small we are we can be lights that have our place in this world and must do our share.

Once upon a time a little night bird was

flying around a city. It came to a great shining arc light that was so bright it almost blinded the little bird. Then the bird began to wonder why all these lights were shining anyway, and so it asked the great arc light what it was doing there.

"Why," said the great light, "do you not see where I am standing? I am on a corner. If I were not here people wouldn't know where to turn."

The little bird flew on thinking that no doubt that light was of some use after all.

Soon the bird came to another light, not so large, nor quite so bright, but sending its rays far out into the night. Well, thought the little bird, what is the use of this light right here. Surely it is not needed. So flying closer he said, "What are you doing here? You are not nearly so big as the arc light back yonder."

"Why," said the light, "look beneath me. Do you not see this great precipice? What do you think would happen to travelers if I were not here?"

Soon the little bird left the city and flew out into the dark country. On and on he flew until he saw a tiny speck of light far, far off. But as he flew on the speck became brighter and at last the bird came to a lantern perched upon a fence post.

"Well, what are you doing here?" asked the little bird. "Surely you are not worth anything. The arc light and the street lamp gave a bright light, but you are surely too little to be of any good."

"Wait," said the lantern, "you shall see what I can do."

It wasn't long before farmer Brown came down the dark road and as soon as he saw the lantern he drew in his horse and turned in at the gate.

"Now you see," said the lantern, "on a dark night I show the way home for farmer Brown. He lives at the end of this dark lane."

The bird flew down the lane and saw the little house in which the farmer lived, and burning in one of the windows was a tiny candle. Inside sat the mother rocking her baby to sleep, and when she was sure the babe was asleep, she arose, picked up the tiny candle and started up a dark stairway carrying the baby.

"Well," said the little bird, flying away, "I wondered why that little flame was burning there, but now I see. However small the light they all have their work to do, and one is just as important as the other."

Activity Period:

Make a poster illustrating the life of Paul. One lesson can be chosen or scenes from the four. All groups could work on the same poster with the different groups being as-

signed to do a certain thing. For example one group could cut the ships talked of in the lesson 40, then choose the best one for the poster, etc.

REVIEW NUMBER TEN

For December 19, 1937

In January we begin stories from the Old Testament. For over a year we have been talking of Jesus and His wonderful work here on earth. Let us spend this Sunday morning recalling some of the beautiful things a study of his life has taught us.

Three years ago in one of our *Instructors* several means and methods of review were printed for the help of teachers. Owing to the rapid turnover of teachers in many schools, it is thought wise to print these different methods again. Choose the one that appeals to you and that best fits your class, to be used on this review Sunday.

Means and Methods of Review

The following means and methods of review are given to be used as aids in making our picture lesson Sunday's work more interesting to the children.

1. By pictures. The teacher and children discuss the picture before them, bringing out the story, its meaning to the child, application to his life, etc.

2. By memory gems.

a. The teacher may say, "I am thinking of a gem that starts this way."

She then says a word or so and asks who can finish it. Build the story around the gem.

b. Print the gem on a large sheet of paper and cut into words or phrases. Place these on the floor, table, etc. The teacher will place the beginning of the gem in a chart made of folded paper. Children one at a time will complete the gem. Find the picture that fits the gem and build the story from these two. (Good for very young children.)

3. Continuing the story. The teacher starts to tell the story. When she reaches an opportune place she stops and asks a child to go on with the story. The child tells part and asks another pupil to continue, etc.

4. Filling in blanks in the teacher's story. The teacher tells the story stopping wherever possible to let children fill in the needed word or words to make the story complete.

5. Making a mental picture. The teacher asks the children to close their eyes. In chosen words she describes the setting and some characters to begin the story. The children tell what took place and what was said in this picture.

6. The question box.

a. The teacher makes a series of questions

which will cover a given lesson. These are put on separate pieces of paper, numbered and placed in a box. The questions are drawn from the box and answered by number.

b. The above questions are written on a long sheet of paper. It is then folded or rolled from the bottom. The paper is given to the class, unfolded as each question is asked and answered.

7. The assignment. On the Sunday before review small assignments which can be found in the child's leaflet or answered within his home are given to the children on slips of paper. The response to these assignments will be utilized by the teacher the following Sunday. (This method may be used occasionally with the very oldest groups only.)

8. Review based on application. The teacher must study the situations which arise in a child's life relative to the objective she has been trying to teach in a certain lesson. The situations present a problem of conduct or attitude in which the child must respond according to what he feels and knows. For example, the aim of a lesson on "Jacob and His Sacred Promise" might be to "pay tithing is a blessing and a Duty and shows a desire to serve God."

The following is a problem of application based upon that: Tom wanted a new football which cost three dollars. Mr. Brown, the butcher, hired Tom to work for three Saturdays at a dollar a day when his own errand boy became very ill. The day before Fast Sunday Tom came home with his three dollars. His first thought was of getting the football. There at the table sat father counting and collecting the family money for tithes and offerings. What should Tom do? What would you do in his place? The teacher would then relate this and like application to the story. (This method is good to see if the teacher's aim has been understood and accepted by the child.)

9. Guessing Game.

a. The teacher writes a word on the blackboard and then quickly erases it. The child must tell the word and something about it.

b. The teacher says, "I am thinking of a word or name in this story." (Holds a picture.) Children guess by questions such as "is it who did so and so, etc." Remember, teachers, that the purpose of a review is not merely to recall a few facts. Our purpose is threefold:

1. To deepen the memory.

2. Make impressions clear and more lasting.

3. To correct any misunderstandings. A review is not a re-hash of old material. If it is good it can be described as putting new material in a new light.



KINDERGARTEN



BOOK OF MORMON

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR DECEMBER, 1937

CONCERT RECITATION AND MEMORY GEM

There are blessings from God all around us;
We should thank Him for gifts large and small.

Put the gift of the dear baby Jesus
Needs the very best "Thank You" of all.

SPECIAL REVIEW PERIOD

Lesson 1. For December 5, 1937

Last Sunday we repeated this little prayer:

"Thank Thee for the world so sweet,
Thank Thee for the food we eat,
Thank Thee for the birds that sing,
Thank Thee, God, for everything."

Do you think that the little pioneer children of long ago could say this little "Thank You" prayer to our Heavenly Father? I'm sure that they felt very thankful to Him for their many blessings. Let us name as many things as we can for which they could say "Thank you." The children will name blessings which they have themselves, parents, homes, health, friends, etc. If you have carefully planned this review, the children will be reminded to name the special blessings the pioneers had, of which you taught during the month.

Have the pictures used to enrich your lessons last month, turned face downward on the floor in the center of the circle. Choose a child to pick up a picture and see if he can tell its story. Help him when he needs help to say something like this. (God's Temple In The Mountains.) "This is the temple the pioneers built. They said, 'Thank You' to Heavenly Father that they were able to build such a beautiful place, where they might go to serve Him."

The picture of Bro. Ballantyne's home will remind the children of "Our First Sunday School." The pioneer children must have been very thankful for the good man who gave them their Sunday School.

Talk about the Thanksgiving Day that has just passed and how we showed our gratitude in deeds as well as in words. Then

review "The First Thanksgiving In Utah."

Review the special pioneer song published in the August *Instructor*.

Note: It is suggested that the true spirit of Christmas be preserved in our Sunday School activities during this month. Since Christmas day is the anniversary of the birth of Christ upon this earth and is celebrated by us in appreciation of God's great gift to us, let us stress the great lesson of giving because of love, such as God gave His only Son, leaving the "Santa Claus" to the home and public school to provide. We will not then spoil a beautiful Christmas service of worship by the appearance of Santa Claus.

THE BIRTH OF CHRIST

Lesson 2. For December 12, 1937

Text:

Matt. 1:18-25; Luke 1:26-38; Isaiah 7:14; 9:6-7; *Life Lessons For Little Ones*, First Year.

Objective:

The more we give and serve the more we prove our love.

Teachers:

How well are you applying this objective in your Sunday School teaching? By your untiring effort to prepare, enrich and teach the lessons of life to the children in God's Kingdom on earth, you are proving your love for Him and His little ones.

Your General Board Committee is appreciative of the fact that the lessons on the *Book of Mormon* and Church History which you have taught during this year which is passing, have been more difficult of presentation than the first and second years of our course of study. Appropriate pictures have been difficult to find. We are pleased with the effort you have willingly made to do your best. We feel in our hearts to say, "Thank You" to you for the splendid spirit of cooperation which you give at all times.

As we begin again the study of the beautiful life of our Savior may we feel the joy and blessings which faith in Him and earnest effort are sure to give.

Songs:

The Practice Song for the Month.

Choose one of the following:

"What Can I Give Him"—*Songs For Little People*, Danielson and Conant.

"Christmas Night"—*Song Stories*, by Patty Hill.

"Oh, Hush Thee My Baby."

"Luther's Cradle Hymn"—*Deseret Sunday School Song Book*.

"Our Baby Brother."

"Little Gifts Are Precious"—*Kindergarten and Primary Songs*, Frances K. Taylor.

Prayers:

With the teacher's help, when necessary, a little child prays for the invocation, the class repeating. The benediction is offered by a teacher. Insist that the children assume an attitude of quiet listening with hands folded and heads bowed, while the teacher prays.

Rest Exercises:

The following suggestions are offered for rest exercises during this month. Dramatize activities in which the children are the givers rather than receivers.

If our Father in Heaven could be so unselfish as to share with us His only Son, let us all see that our gifts are also gifts of love. No matter whether you make the day happier for another little child, a poor old person, or just a lonely heart, or even the snow birds, or a wandering homeless puppy, you are doing the will of our Father in Heaven in remembering that "it is more blessed to give than to receive."

Ways in which a little child can serve, and prove his love for our Heavenly Father are—

1. Scatter crumbs to the birds or tie meat bones to tree branches and bushes. (Some children may represent the grateful birds, flapping their wings and chirping in appreciation).

2. Sweep the snow and chip the ice from sidewalks, so that no one may slip and be injured. You may sing to the tune of "The Mulberry Bush." "This is the way we sweep the walks—chop the ice, etc., to give a kindly deed, sir."

3. Share the Christmas toys. Let one child choose another and holding hands, pretend to skate around the circle (sharing the skates). Pretend to share a tricycle by sitting on two chairs placed together and make a pumping motion with the feet. One child behind the other. Share a ball by having it tossed back and forth between two children.

4. Giving service to mother in the home.

5. Reach for the penny bank high on a shelf, count the money, take it to the store, buy a gift, wrap it, take it to Sunday School

to give the Superintendent, who will give it to some child in need in the ward. (This dramatization may become a reality. This activity will teach the joy of giving through actual doing.)

6. Help father or big brother trim the Christmas tree.

Lesson Outline:

- I. Heavenly Father's Gifts.
 - a. This beautiful world.
 - b. Parents and friends.
 - c. The greatest gift, Jesus, His Son.
- II. The Mother, Mary.
 - a. Faithful to God.
 - b. Beloved of Joseph of Nazareth.
 - c. Favored of God to be the mother of the Savior.
- III. The Journey To Bethlehem.
 - a. The king commands, all must pay taxes.
 - b. Travel is slow and tiresome.
 - c. Sheltered in a stable.
- IV. God's Promise Fulfilled.
 - a. Christ, the Savior, is born.
 - b. God's gift to the world.

Lesson Enrichment:

Perhaps, in the lives of children there is no greater joy given them than that which comes at the birth of a new baby in the home. "A gift from Heaven" we call him. Someone in the class has lately experienced this joy. Let's talk about that baby brother, where he came from and why, about his care and our share in it. Talk about his growth and what he may become. Then tell the story of the baby brother which Heavenly Father sent to all the world.

Lesson Story:

Picture No. 2. The Birth of Christ.

A CHRISTMAS BIRTHDAY PRESENT

Can you think of anything more exciting than having a birthday on Christmas? That is just what happened to Francis. He was born on Christmas morning. He had had four happy birthdays and now in six more days he would have another. How much fun it was to have so many things to think about. Santa Claus, his surprise packages for mother, father and grandmother and then his birthday. He had written a letter to Santa to tell him he would like a drum for his Christmas gift, but of course the birthday presents are always surprises. It was hard for Francis to decide which would make him more happy, the drum from Santa or the birthday surprise from mother and daddy. How hard it was to wait.

The blessed day came at last. When Francis opened his eyes that glad Christmas morning, his daddy was lying beside him. He had crept into Francis' bed to be near him when he wakened, so that he could be the first one to say "Merry Christmas, Francis," and to give him the birthday surprise.

Francis gave daddy's nose a gentle pull to waken him. "Merry Christmas, daddy," he said.

"Merry Christmas to you," said father, "and happy birthday, too. Do you think Santa has left the drum?"

"I hope so," said Francis, "and I wonder what my birthday surprise will be."

"Cuddle up close to your daddy and he will whisper it in your ear," answered the father. "It's a new baby brother. Heavenly Father sent him to you for your Christmas birthday present."

Well, it was not hard now for Francis to decide whether the drum from Santa or the birthday surprise had made him the happiest boy in the world. That night when he said his bed-time prayer the drum seemed to have been forgotten for Francis said, "Thank you, Heavenly Father, for my birthday surprise."

SHEPHERDS CARRY THE ANGEL'S GOOD NEWS

Lesson 4. For December 19, 1937

Text:

Luke 2:18-20; *Life Lessons For Little Ones*, First Year.

Objective:

The more we give and serve, the more we prove our love.

Songs:

Enjoy the Christmas songs again today, they will not again be appropriate until next Christmas time.

Prayers:

Make the theme of the prayers today, thanksgiving, for the blessings of the season.

Lesson Outline:

- I. An Angel Announces Tidings Of Great Joy.
 - a. To shepherds caring for flocks by night.
 - b. That a Savior is born.
 - c. A sign is given by which to know Him.
 - d. A heavenly host joins in praise to God.

II. The Shepherds Go In Haste To Find Jesus.

- a. Leave flocks in God's care.
- b. Journey to Jerusalem.
- c. Find the Holy Family.

III. They Give Of Their Joy To Others. Proclaim the news afar.

Lesson Enrichment:

Approach:

Once two little children stood at a window watching for their father to come home. They were playing a game to see which one would see him first. All at once the little boy said, "I see him, I see him." When father opened the door, the little boy ran to him, dancing with joy and shouting, "I won the game, father, I saw you first. Kiss me first because I saw you first."

I'm going to tell you about the first people who heard that Jesus was born. They were so happy to hear the good news that they went to see Him right away. They didn't care how far they had to walk to get there, they thought only of seeing Him and showing Him that they loved Him.

Lesson Story:

Picture No. 3. The Shepherds Carry The Angel's Good News.

This being the very day after Christmas the children will be filled with enthusiasm, and eager to tell about their gifts. After they have told about their own gifts let them tell what they did for others.

What did mother and father say when you gave them their gifts? To whom else did you give? Tell us about how happy they were and what they said when you gave your gift to them.

Besides the gift of Jesus to us, Heavenly Father has given us many others. Name a gift that He has given us today. Yes, the snow, to make a drink for us in summer. Father and mother to love and care for us. Name other Heavenly gifts.

Special Activities:

In book stores and at the 5 and 10 cent stores, picture books and cut-outs which have in them scenes of the Nativity may be bought. The cut-outs may be used on tables, posters and in various ways to enrich the lessons of this month.

With a few scraps of print cloth and some colored paper, candles in holders may be made and pasted on a piece of plain paper.

Paper lambs may have cotton pasted upon them to represent wool. These may be pinned to empty thread spools and arranged around a pasteboard manger. The children

may represent the shepherds and present a very simple dramatization, with appropriate songs and gems.

Could the teacher provide a card with an attractive Christmas wish upon it and in the presence of the children write their names upon it, or even guide the pencil as the children write? Then stamp it and address it and take it as a group to the nearest mail box or the post-office. Send it to the Superintendent of the Sunday School as a gift from the Kindergarten class.

Weather permitting, go to the home of one ill or infirm and sing your Christmas songs. A smile and a cheery Merry Christmas wish may be the best gift some one may receive.

THE CHRISTMAS PROGRAM

Lesson 3. For December 26, 1937

Note: Lesson 3, Shepherds Carry the Angel's Good News, may be taught next Sunday.

The following songs, poems and stories are offered for use on the program.

Songs:

Those suggested for the practice song for this month.

Poems:

"Oh, little children, do you know
That many, many years ago,
The baby Jesus came to be
God's Christmas gift to you and me?"

"Sing, little children
Christmas is here
Dearest of birthdays,
In all the glad year."

"Asleep the baby Jesus lay
That first glad Christmas night,
And wise men knew it far away
That first glad Christmas night."

"Little wishes on white wings
Little gifts, such tiny things
Just one little heart that sings,
Makes a merry Christmas."

"What shall I give Him, poor as I am?
If I were a shepherd, I'd bring Him a lamb.
If I were a wise man, I would do my part
What shall I give Him? I'll give Him my heart."

Stories:

Some stories that are suitable for telling or dramatization are,

Tiny Tim—Cassette.

The Pine Tree—Carolyn S. Bailey.

How the Fir Tree Became the Christmas

Tree—Henry Van Dyke.

The Selfish Giant—Oscar Wilde.

Let as many of the children as possible participate in the program.

PICCOLA

A Christmas Story

Once in the sunny land of France there was a little girl named Piccola, who lived all alone with her mother.

They were very poor and little Piccola had no dolls or toys, and she was often hungry and cold. As Christmas drew near she said to her mother: "I wonder what Saint Nicholas will bring me this year? I have no stocking to hang by the fireplace, but I will put my wooden shoe on the hearth for him. He will not forget me I am sure." So on Christmas Eve she put the little shoe beside the hearth and went to sleep to dream of the good Saint Nicholas.

When morning dawned Piccola awoke and ran to her shoe, and there in it lay something with bright eyes looking up at her. A little swallow, cold and hungry, had flown into the chimney and down to the room and had crept into the shoe for warmth. Piccola danced for joy, and clasped the shivering swallow to her breast. "Look! look!" she said to her mother. "A Christmas gift, my Christmas gift!" and she danced about in her little bare feet.

She warmed and fed the little bird and cared for it all winter long. In the spring she opened the window for it to fly away, but it made its home in the woods nearby, and came often to sing its song of thanksgiving at her door.—Adapted from *Child Life in Many Lands*, by Blaisdell.

CRADLE CLASS

First Sunday, December 5, 1937

Text:

Cradle Roll Lessons, Louise Oglevee.

Program:

1. Gathering wraps.
2. Morning greetings.
3. Song—Rock-a-bye Baby.
Daddy's Homecoming — *Kindergarten and Primary Songs*, Frances K. Taylor.
4. Prayer—with teacher's help.
Example: "Dear Heavenly Father, we thank Thee for all the babies and the Baby Jesus. Amen."
5. Song.—Practice the song which the Kindergarten Class is learning.
6. Rest Exercise: Represent a tall Christ-

mas tree. Stretch the hands above the head, finger points touching. Bend from side to side as if swaying in the wind.

7. **Lesson Approach:** Who has a baby at home? How his eyes will shine when he sees your Christmas tree. Would you like to hear about a beautiful baby of long ago?

Stories: The First Christmas Secret, page 37, and The Little Lord Jesus In A Strange Home, page 41. Cradle Roll Lessons.

8. **Activity:** Have a doll in a cradle and while you hum a lullaby the tiny tots may push the cradle each in his turn. One of the most important lessons to be learned by these very little ones is to wait for a turn. Give them many opportunities to practice this rule.
9. **Closing Song.** A prayer song. (Bow heads and close eyes while singing.)
10. Put on wraps.
11. **Prayer.** Very short and simple, spoken by the teacher.

THE SHEPHERDS AND THE ANGELS

Second Sunday, December 12, 1937

Follow the program suggested for last Sunday singing Christmas or home songs about baby, making the prayer one of thanksgiving for the happy Christmas season. For a rest exercise let some of the children be shepherds, the others the sheep. Draw a chalk mark on the floor representing a stream for the sheep to jump over.

Activity:

The children may color with a yellow crayon a star that the teacher has cut for each child.

THE CHRISTMAS PROGRAM

Third Sunday, December 19, 1937

If the children of this class are asked to participate in the program, they may sing, or enact a tableau of the Nativity. A little girl may be Mary sitting beside a manger. A boy representing Joseph stands beside her. Others may be the shepherds kneeling reverently before the improvised manger.

Fourth Sunday, December 26, 1937

The Wise Men Who Followed the Star, page 43. *Cradle Roll Lessons*, Louise Oglevee.

The children will be so filled with the excitement and thrills of Christmas that they will want to talk freely today about their toys. Mary will want to show you how her doll walks and talks and Dick will want to demonstrate his airplane that really flies, and so on. Give them this opportunity, then make the gift giving of the Wise Men to the new born king, so beautiful and interesting that this picture is the one they will remember, rather than the grotesque figures of Santa that they have been seeing.

Songs:

Review the Christmas songs.

Prayers:

Example: "Dear Father in Heaven, We Thank Thee for the dear baby Jesus. Help us to love Him. Amen."

Activities:

The activities suggested for the Kindergarten Class may be simplified for your use.

TINY THOTS FOR TINY TOTS

Merry Christmas, children dear,
Let us be merry all the year.

"Hurrah for Bobby Bumble
Who doesn't mind a tumble
But up he jumps
And rubs his bumps
And doesn't even grumble."

Come and see, come and see,
How my daddy trims our tree;
First up high, then down low,
I can help him then, you know.

When I see a face look sad
I'll smile, and smile, and make it glad.

"In a manger filled with hay
Our loving brother Jesus lay.
He was so gentle, sweet and mild
I'll try to be like that, dear child.

The modern girl wouldn't have nicotine stains on her fingers if she would help her mother with the dishes.—Greensboro (Ga.) *Herald-Journal*.

The same fellow who doesn't believe in miracles will buy a sweepstakes ticket in the hope of winning.—Atlanta *Georgian*.



THE FUNNY BONE



"A GOOD LAUGH IS SUNSHINE IN A HOUSE."—Thackeray.

Wow!!

Coo: "Do girls really like conceited men better than the other kind?"

Miss Boo: "What other kind?"

A New Insect

And did you know they've discovered a new insect called the golf moth? It does eighteen holes in a day.—Life.

Tommy Knew

Teacher: "What is ignorance, Tommy?"

Tommy: "Ignorance is when you don't know anything and somebody finds it out."

Entirely Effective

Butcher: "Did that beef liver I sent over to your house last week do for the whole family?"

Bjones: "Very nearly. The doctor is still calling."

Dangerous Cure

Doctor: "The thing for you to do is to stop thinking about yourself. Lose yourself in your work. By the way, what is your occupation?"

Patient: "I'm a cement mixer."

He Bleeds Words

Buck: "Can you give me a definition of an orator?"

Private: "Sure. He's the fellow who's always ready to lay down your life for his country."—Kennebec Journal.

Misunderstood

Boogy: "Did I tell you about the awful fright I got on my wedding day?"

Woogy: "Shame on you. No man ought to speak that way about his wife."

Leaving the Axe

"Say, looky hya, Rastus, you know what you're doin'? You is goin' away fo' a week and they ain't a stick of wood cut fo' de house."

"Well, what you all whinin' about, wom-an? I ain't takin' de axe wid me, am I?"

In the Flea Circus

In amazement I watched the trained flea do his stunts.

"Did you educate that flea yourself?" I asked the man.

"Yes," he replied proudly. "I raised him from a pup."

Another On Sandy

Then there was the Scotchman who, when asked what he had clenched in his fist, answered: "My wife's false teeth—she's been eating between meals."

Well Laid Out

Agent Slick: "Well, what do you think of our little town?"

Prospective Buyer Tyte: "Frankly, this is the first cemetery I ever saw with street lights and fireplugs."

Rabbit's Foot Luck

Tom: "Why do you carry that rabbit's foot about with your money?"

Frank: "For luck."

Tom: "Had any yet?"

Frank: "Yes. My wife put her hand in my pocket last night and thought it was a mouse."—From the Irish Independent.

Good Advice

Waitress: "May I take your order, sir?"

Ogdonelle: "Yes, two hard boiled eggs and a kind word."

Waitress (returning in five minutes): "Here are the eggs."

Ogdonelle: "That's fine. Now what about the kind word?"

Waitress (whispering): "Don't eat the eggs."

Never Says Darn

One advantage a bachelor has over a married man, he can put his socks on from either end.—The Gamecock.

A Use For Cowhide

"Tommy, can you tell me one of the uses of cowhide?"

"Er, yessir. It keeps the cow together."

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In the Swim

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